

A HISTORY OF PHYSICAL EDUCATION AT THE OHIO STATE

UNIVERSITY--MEN AND WOMEN'S DIVISIONS

1898-1969

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

By

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* * * * *

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The writer wishes to dedicate this study to the men and women of the School of Physical Education, The Ohio State University, past, present and future; to acknowledge the cooperation of all the contributors to this study; to thank Dr. Chalmer Hixson for his advice during this study; and to express my gratitude to my wife, Eula, my daughter, Ann, and son, Michael, without whose love and encouragement this study would have been impossible.

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PREFACE

The history of Physical Education at The Ohio State University is, for all practical purposes, the history of a great number of individuals; their hopes, frustrations, dreams, beliefs, accomplishments and failures. It is not possible to write such a history in a way that would include all these individual histories that have in fact shaped Physical Education at this University over these past 71 years even though the story of the School is in reality a story of people.

Therefore, the primary purpose of this study is to pinpoint the major events that occurred and gave direction to the growth and development of Physical Education at Ohio State University. The circumstances surrounding these events and the people who were instrumental in making the decisions at these crucial moments in history.

This study includes the years of 1898 through 1969 and traces the development of both the Men's and Women's Divisions.

CHAPTER I

THE BEGINNING 1898-1912

A Time of Informal Games and Activities

Like most colleges and universities in the United States in the 1800's, the beginning of sports programs, athletics and physical education at The Ohio State University grew from the spontaneity of the natural competitive desire of students to play games. What started out as impromptu games and contests developed into competition between groups on and off campus and eventually with other colleges and universities.¹

During these early years of the University, advance planning for sports activities and physical education was non-existent. There were no tedious committee meetings in which long range goals were discussed and decided upon; there was very little control by the University over the actual contests themselves and during this era physical education was not in the vocabulary of this University.

At the same time, the role of women on a university campus was being widely debated. President Canfield

¹James Pollard, Ohio State Athletics 1879-1959 (Columbus: Athletic Department, Ohio State University, 1959), p. 3.

explained this "dilemma" in his annual report to the Board of Trustees in 1897.

Neither the world nor the University have as yet quite determined just what they will do for the education of women. True, both have long since been compelled to admit, though with much unwillingness, that women do deserve education and can and will profit by education.

The number of women who secure such training is still much smaller than the number of men--"and after all, is not the bloom just a little off the peach when the women know so much"!

In the more western states there has even come what is known as coeducation; and with it untold blessings known to men as well as women. But east of the "Alleghenies" there is little or none of this; and through all our society, even the most "advanced" there is still at heart a lingering feeling that we are not quite sure that a woman can properly use a collegiate training. Even in Ohio there seems to be still some doubt as to the wisdom and propriety of coeducation; and so it happens that the State University is almost the only institution of high standing in the state that offers coeducation in the broadest and truest sense of the word. Anyone taking a counter position today would be considered first cousin to that German professor, who when he heard of the thousands of young women at work in American universities exclaimed: "May God forgive Columbus for that he discovered that America!"²

This would not be the only time in history when Ohio State would be a pioneer among universities, where women students were concerned. In later years we shall see how the division of women's physical education "pioneered" a "revolutionary" concept of competition for women that would prove to be as controversial then as coeducation was in 1897.

²Annual Report of the Board, 1897, pp. 38-9.

Sports activities continued to grow, and with this growth came the inevitable problems, some of which still plague us today, such as eligibility, finance, rules, conduct of players and coaches and the question of the role of sports on campus. Up to this point, the faculty and administration took no initiative in regulating any of these activities. The normal procedure was for the faculty to keep "hands off" until a problem arose and then try to arrive at a solution. Consequently, control was always a step behind the problem. The following description of one such "incident" in a football game played in 1897 shows clearly the kinds of situations that were constantly arising because of the lack of a controlling or regulating body regarding sports activities.

Early in the season, the annual game with the Ohio Medics ended in a row with the Medics leaving the field and OSU claiming a victory by forfeit. OSU scored from 1 yard out and the Medics protested arguing the ball carrier had been pushed over for the score by the coach. "One Medic green with rage (according to the Lantern) sprang on the ball carrier while he was down and attempted to catch him by the throat with his teeth." It was at this point that the coach jumped in and pulled the man off. OSU won by forfeit.³

In some respects, we have not changed too much since 1897. Today instead of making claims about "sinking teeth into a ball carrier's throat" we get into raging controversy about "spearing and piling on."

³Pollard, Ohio State Athletics 1879-1959, p. 52.

In spite of these problems and concerns, interest and participation continued to grow in sports activities, and because of these problems and concerns (including that of women on campus), two significant things happened at The Ohio State University. The first occurred in 1890, when President Scott pointed out the necessity of establishing faculty control in order to try and regulate these activities and to "abate the evils that already exist or to prevent those that seem likely to arise";⁴ the second, the students and faculty began to recognize a great need for indoor facilities and a gymnasium, suitable for both men and women. The first "officially" recorded statement expressing this need occurred in 1878 and history shows us that this concern was to be expressed in various forms for the next 10 years by the student body, Lantern, the faculty, Board of Trustees and three presidents of this university.

In 1878 the Board of Trustees stated

. . . there are matters of vital importance to the well being of the University, calling for some appropriation from the state. Among these is the need for a gymnasium and drill hall to be erected at the cost of \$6000.⁵

President Scott in his annual report in 1883 said

The erection of a drill hall would furnish an opportunity to obtain, in the most economical way, a much needed gymnasium. The benefits of systematic

⁴Annual Report of the Board, 1890, p. 36.

⁵Annual Report of the Board, 1878, p. 11.

physical exercise and training are scarcely of secondary value to the student, a fact which the leading colleges of the country have recognized in the erection and equipping of buildings for this object.⁶

The next year, 1884, the Lantern began to express its concern over the lack of a gymnasium, but for a different reason.

With the exception of a few severe "spells" of baseball fever, the interest in field sports has been even less than heretofore; and the absolute necessity of a competent gymnasium to excite and maintain such interest, becomes more and more evident.

The Ohio State University can never hope to excel in athletic sports as to Kenyon and Wooster, until she possesses a well conducted gymnasium.

We have the natural desire to make as good a showing as can be done anywhere, but as in all other things, it requires constant practice and work to excel in athletic sports. Until such attention is given them here, The Ohio State University must take a back seat.⁷

It is interesting to note that approximately 80 years later the same kind of logic is being used by groups of citizens, coaches, newspapers, and booster clubs to "convince" school administrators of the need for a new athletic facilities. The individual who wrote of this concern for taking a back seat to Kenyon and Wooster, athletically, could rest assured that in 1969 this would not be a matter to worry about anymore!

⁶Annual Report of the Board, 1883, p. 27.

⁷Editorial, The Ohio State Lantern, May 31, 1884, p. 1.

Not all the concern on campus was directed to inter-collegiate athletics. The year 1884 also showed a great interest among the students in various sporting activities. Clubs were formed by the students in baseball, riding, bicycling, tennis, rifle shooting and rowing.⁸

An item in the Columbus Dispatch of May 6, 1885 reported that the Board of Trustees at a recent meeting had voted \$50 to "equip a female gymnasium for the female students under the direction of Professor Albert Tuttle"⁹

(Professor of Zoology and Comparative Anatomy). Later that year Professor Tuttle took charge of a class of gymnastics. As far as can be ascertained this was the first organized physical education class for women at Ohio State. This was quite a significant occurrence at that time since the question of whether or not women should be in a university was still being debated throughout the country.

The need for facilities continued to be emphasized. In 1886, Professor Lazenby (Horticulture and Forestry) pointed out that physical culture was being "regarded more and more as a necessary requirement for the intellectual development . . . as long as the university has no gymnasium, a reasonable degree of encouragement should be given to field sports."¹⁰

⁸The Makio, 1884, p. 68 (Published Annually by the Junior Class of The Ohio State University).

⁹Pollard, Ohio State Athletics, 1879-1959, p. 31.

¹⁰Ibid., p. 11.

Several years later, a faculty committee, consisting of Professors William Lazenby, C. N. Brown and Benjamin Thomas, was appointed to study athletic grounds at The Ohio State University. On November 19, 1890 the President of the Board read the following report which had been submitted to him by the committee.

To the Board of Trustees at The Ohio State University:

We believe that in an institution of the size and scope of our University, suitable provision for physical development and maintenance of health should be provided. As we have no gymnasium, special pains should be taken to furnish facilities for field sports. Health is the students best capital, and a full measure of health can only be maintained by regular wholesome physical exercise. The University domain is ample enough to meet all reasonable demands in the direction of a suitable athletic field, without interfering with classroom work or detracting to any considerable extent from the orderly appearance of the campus. . . .

There shall be laid out a base ball diamond, football grounds, and a quarter of a mile track. . . . In connection with the track, a well made circular straight away of 100 yards shall be constructed. Total cost \$1950.¹¹

The "official" attitude toward sports activities on campus was expressed by President William H. Scott that same year in the University catalog.

The campus affords an excellent opportunity for general athletics. The students have an athletic association under the auspices of which an annual "field day" is held, members of the association competing for prizes in the various contests on such occasions.

¹¹Annual Report of the Board, 1900, p. 5.

There are also clubs in archery, lawn tennis, base ball and football who meet teams from other colleges at proper times. Much interest is taken by the students in these sports. . . .¹²

According to James E. Pollard, sports were a campus activity at least as early as 1879. He points out further that the Lantern in its third issue, March, 1881, made a plea for spring sports.

. . . now and then we hear of some one of the students making a good jump or a capital run, why not bring all under a system, that the best men may be pitted against each other, and the students at large get the enjoyment on some Saturday of a Field Day. . . .¹³

This plea evidently had some effect for very soon after a meeting was called "for the organization of an athletic association." A committee was appointed and there was talk of arranging a "Field Day on the second Saturday of April." What was to become an annual event then, began in the spring of 1891 and was held at The Ohio State Fairgrounds.¹⁴

The Ohio State Athletic Association, as it was called, was composed of students and faculty as well. In looking at the Field Day program of May 26, 1894 we see that Professors W. E. Day, Lazenby, Thomas and Bradford all served

¹²The Ohio State University Catalog 1890-1891. Published by the Ohio State University, Columbus, Ohio, p. 92.

¹³Pollard, Ohio State Athletics, 1879-1959, p. 5.

¹⁴Ibid., p. 5.

as "officers of the day."¹⁵ There were 19 events plus two exhibitions of bicycle riding. Prizes that had been donated by local businesses were awarded in each event. If these kinds of prizes were awarded to victorious track men today it might well mean the end of their amateur status. The events, record times and prizes are very interesting when compared with track meets of the present.

One Hundred Yard Dash--OSU Record 10 5/8 sec.

First prize--"Dispatch" Gold Medal

Second prize--Cigar Case, Value \$2 from R. L. Green Druggist

Shot Put--OSU Record 34'11"

First prize--Macaulay's Essays, three volumes, Value \$4 from A. H. Smythe

Second prize--Value \$2.50 from M. L. Tulloss Druggist

Standing Broad Jump--OSU Record 10'5"

First prize--\$3 Negligee Shirt, from Stemson & Sons, Tailors

One-Fourth Mile Bicycle Race

First prize--\$5 sweater from Krag

Second prize--Value \$2.50 from C. W. Sharp, American House

Hitch Kick--OSU Record 8'1"

First prize--Suit of underwear, Value \$2.50 from Beery, Geis & Co., Tailors

Second prize--One pound box of candy from Kandy Kitchen

Standing Hop, Step and Jump--OSU Record 30'4"

First prize--\$3.50 Hat from Malcolm McDonald & Co., Hatters

Two Hundred and Twenty Yard Dash--OSU Record 24 sec.

First prize--One Dozen Extra Finish Cabinets, Value \$5 Baker's Art Gallery

Second prize--Fine Slippers, value \$2 from A. E. Pitt's Shoe House

Running Hop Step and Jump--OSU Record 43'10"

First prize--\$5 Knox Hat, from Ridenour & Morgan

Second prize--Shaving Ticket from Harry Budd

Standing High Jump--OSU Record 4'6"

First prize--\$2 Straw Hat, from Columbus Hat & Furnishing Co.

¹⁵Program, O.S.U. Fourth Annual Field Day, May 26, 1894.

Running High Jump--OSU Record 5'3"

First prize--\$4 merchandise from William Hegelheimer, Tailor

Second prize--Value \$2.50 from Eigel Drug Store

Running Broad Jump--OSU Record 18'6"

First prize--One Dozen Cabinets, \$5 from Urlin & Pfeifer's Art Gallery

Second prize--\$2 Pair of Slippers from O'Hara and Sims

Pole Vault--OSU Record 9'1"

First prize--Fancy Vest (to order) \$6, Richter Bros., Tailors

Second prize--Value \$2.50 from Steinfeld's Drug Store

One-Fourth Mile Run--OSU Record 56 4/5 sec.

First prize--\$4 Umbrella, from London Clothing Co.

Second prize--Bath Brush from Harrop & Co., Druggist

One-Half Mile Bicycle Race

First prize--One dozen cabinets, from Elliott's Art Gallery

Second prize--One pair bicycle shoes, from Rankin Bros., Shoes Store

Sixteen-Pound Hammer Throw--OSU Record 71'8"

First prize--\$5 sweater, Lazarus

Second prize--\$3 Tennis Shoes, from Siehert and Estill

One-Half Mile Run

First prize--\$6 Trousers (to order) D. M. Moore & Oates, Tailors

Second prize--5 pound Box Fine Candy, from Kandy King

One Mile Bicycle Race--OSU Record 2 min 42 sec

First prize--Ohio State Journal Medal

Second prize--\$3 white vest, from Woelff the Clothier

Three Legged Race--OSU Record 161/5 sec

No Prize

One Mile Run--OSU Record 5 min 20 sec

First prize--Gold Medal made and presented by D. L. Auld

Second prize--Solid Gold Ring, Value \$3

Third prize--One box "Three Dudes" by J. C. Briggs¹⁶

No doubt some of the prizes offered caused the participants to rise to "new heights" in their efforts during the competition. While these individuals were competing for

¹⁶Ibid., pp. 3-8.

suits of underwear and vests made to order, intercollegiate athletics were growing in interest and participation. At this time President Scott voiced his concern about the control of athletics. In his annual report to the Trustees in 1890 he stated:

The advantage of cheerful and hearty physical exercise are so important as to be worthy of encouragement by the faculty and the board; and these advantages are no doubt secured to some extent by the present system of athletics. But a well regulated system would secure them in a far greater degree with far less work. . . . The faculty has adopted no plan for regulating these games so as to abate the evils that already exist or to prevent those that seem likely to arise. . . . yet the history of athletics in the eastern colleges and the manifest tendency in those of Ohio indicate that some limits should be prescribed.¹⁷

The subject of a gymnasium and drill hall was discussed on campus periodically during the next few years, but as in the past no action was taken even though the need was apparent.

In 1892, help came from an unexpected source when the General Assembly passed an act requiring:

provision to be made at all educational institutions, supported in whole or in part by money received from the state, for teaching physical culture and calisthenics. The Land Grant of 1862, which was the original act on which this University was founded, stipulated a requirement for instruction in military tactics; consequently these two laws provided the impetus for the eventual construction of a combination armory and gymnasium.¹⁸

¹⁷Annual Report of the Board, 1890, p. 36.

¹⁸Pollard, Ohio State Athletics, 1879-1959, p. 14.

In spite of this impetus from "off campus" no action was taken at this time. In fact when Dr. James Canfield was appointed President of the University in 1895, one of his early statements after viewing the facilities on campus was that the next building needed was "a good drill hall and gymnasium combined."¹⁹ It was during this year that the construction of such a building was seriously discussed and finally agreed upon.

The next year, 1896, the faculty made a recommendation that each male student of the University shall render two years of satisfactory cadet service as a condition of graduation, unless excused by the President because of physical incapacity or other reasons and if excused for physical reasons, physical training under a director of the gymnasium was to be substituted.²⁰

Women students were to serve an equal time in the gymnasium under proper instruction when the gymnasium was completed. And so the stage was set for the establishing of a physical education department at Ohio State that would one day take its place among the best in the country and whose influence at various points in history would be nationwide.

The school year 1897-1898 was a milestone in the emerging history of athletics and physical education at Ohio

¹⁹James Pollard, The History of The Ohio State University, The Story of Its First 75 Years 1873-1948 (Columbus: The Ohio State University Press, 1952), p. 138.

²⁰The Ohio State University Catalog 1896-1897. Published by The Ohio State University, Columbus, Ohio, p. 57.

State. The armory and gymnasium had finally become a reality and the gymnasium was officially opened in January, 1898.²¹

This then, was the beginning of the Department of Physical Education at The Ohio State University. The faculty consisted of two people, Dr. Christopher P. Linhart, who had been employed earlier as Director of the Gymnasium and instructor in Hygiene and Physical Training, and Miss Stella Elliott, Associate Director of Gymnasium.²² Interestingly enough, even though President Canfield had recommended a maximum salary of \$180 a month for the Director, Dr. Linhart was paid \$160 a month and Miss Elliott received a salary of \$60.²³

The new gymnasium was described as follows:

It is one of the most perfect and satisfactory of its kind in the country. The main floor is 80' x 150'; without obstructions. There is a running track around the entire room, about 12' from the floor; back of which is the visitors gallery. . . . The basement is divided into two parts, for the use of young men and young women. Each has its plunge bath and a swimming pool, its shower baths, toilet rooms, locker rooms and bicycle room.²⁴

For the remainder of the school year, records show that there were 375 students registered in physical training, 275 men and 100 women. The purpose of the department

²¹Bruce L. Bennett, "Christopher P. Linhart, M.D., Forgotten Physical Educator," The Research Quarterly, XXXV (March, 1964), 3.

²²Idem.

²³Annual Report of the Board, 1900, p. 306.

²⁴Bennett, "Christopher P. Linhart," p. 4.

was stated simply, "to offer competent instruction in hygiene and general sanitation by the Director of the Gymnasium." There were also two specific courses offered that year. A teachers course which was "Swedish gymnastics adaptable to public school work," five hours credit; and "a course of gymnastics progressing from the light free hand work to elementary apparatus work, gymnastics and out of door games," five hours credit.²⁵ There was no requirement at this time for physical training.

Dr. Linhart wasted little time in an attempt to change this situation. In a faculty meeting in June of 1898 he made three proposals relative to physical training.

1. During the winter term freshmen and sophomore students should have two hours per week in the gymnasium for one hour credit.
2. For six weeks in the fall students should have calisthenic exercises preparatory to military drill.
3. Students should have a general lecture on hygiene and the physiology of exercise once a week for about four weeks in the late fall before Christmas.²⁶

These proposals fell on deaf ears, however, and they were not accepted by the faculty. And so for the time being the classes in physical training continued to be voluntary and informal.

In his annual report for the year 1897-1898 President Canfield has this to say about physical training at Ohio State.

²⁵Annual Report of the Board, 1898, p. 116.

²⁶Bennett, "Christopher P. Linhart," p. 10.

The selection of a Director of physical training and an associate for this work with young women, has proved exceedingly wise action. Our students have entered upon these courses eagerly and intelligently. Careful physical examinations have been made of a very large number of students of both sexes--the beneficial results of systematic and intelligent training were very visible at its close. The gymnasium and its workers are now the center of very intelligent University interest.²⁷

He went on to comment about the place of sports also. His report continues:

It is possible that some may not clearly recognize the place and value of true sport and of the sporting spirit in the life of the nation today. It is not without meaning and sense that Harvard--old and honored and conservative--should this year confer the honorary degree of master of arts upon the young Englishmen who has done so much to further the interests of wholesome sport in this country. Our mother country spends more than \$200,000,000 each year for sport: our kinsman across the sea are not apt to throw away money on that which brings no adequate return. It should be noted that practically all of this money is expended in connection with that sport which is clean and wholesome, and above all which is amateur sport in the best sense of the word. This is the true touchstone of all sport: it must combine training with diversion, and it must be honestly amateur. As Mr. Pierce Collier so wisely says in the last lines of his article (Outing, July, 1898): "Honest sport needs no apology --for professionalized sport there is no excuse."²⁸

In the fall of 1898 a young medical student, Don Huddleson, was named assistant in Gymnasium. Two years later he was promoted to a full time instructor.

On October 17, 1898 Dr. Linhart again requested changes be made in physical training for the student body.

²⁷Annual Report 1898, p. 32.

²⁸Ibid., p. 32.

In a letter to President Canfield he said:

I beg to leave to submit the following plan for work in the Department of Physical Training that the men in the first year be required to take two hours a week in the gymnasium from October 1 to May 1 and that from May 1 to the end of the college year they be given lectures twice a week on hygiene and the physiology of exercise. The gymnasium work and lectures to count at one hour credit. That the women in the first and second years be required to take three hours work a week in the gymnasium from October 1 to May 1 and that they receive the same instruction in hygiene and the physiology of exercise from May 1 to the end of the first year and receive the same credits as the men.²⁹

Dr. Linhart moved to refer this letter to a special committee to report at the next meeting of the Faculty. The chairman appointed as such committee, the Deans of the several colleges.³⁰

At the meeting of March 8, 1899 the committee requested further time to consider Dr. Linhart's proposals and to consult with him. The request was approved, but no action was taken.³¹

As the voluntary classes continued, it was becoming more and more apparent that this was far from satisfactory. An article in the Lantern dated January 24, 1900 describes the activities taking place in the gymnasium on a typical day.

In spite of the fact that Ohio State University has one of the finest gymnasium in the west, it nevertheless remains a lamentable truth that the athletic

²⁹ Minutes of the University Faculty, February 8, 1899, p. 261.

³⁰ Ibid., p. 261.

³¹ Ibid., p. 261.

and gymnasium work of the University is not what it should be. It is indeed painful to visit the gymnasium and see a class of half dozen students working with the dumb bells and Indian clubs, while twenty or thirty other men are playing basket-ball or spending their time in a vain endeavor to perform some trick on the bars or the horse. There seems to be no concentrated effort, no scheme or plan of campaign in the gymnasium. Each man goes on the floor and does as he please, forgetting that before he is able to do the grand swing he must learn how to hang on the bar. And when the instructor calls for a class, these same men either hurry off to another piece of apparatus or loaf about on the mats until class work is over. OSU can never have a body of well trained athletes and gymnasts until the elements of athletic practice are thoroughly mastered, which will never be the case under the present conditions. The only way to mend this matter is to make class work in the gymnasium compulsory and to hold the student responsible for so many hours of gymnasium work, just as is done in Latin or Greek.³²

No doubt this kind of support was helpful to Dr. Linhart in his effort to make physical education a requirement, but the greatest help came in March 1900 from the new president of the University, William Oxley Thompson. President Thompson presented the following plan for military drill and physical training to go into effect the next school year.

September, October, November

Military Drill--Monday, Tuesday, Wednesday, Thursday

December, January, February, March

Military Drill--Monday, Tuesday

Recitation--Wednesday

Gymnasium Drill--Wednesday, Thursday

April, May

Military Drill--Wednesday, Thursday

Permission to be absent from any of the foregoing exercises will not be granted except for good and sufficient reasons, stated in writing by the applicant. Nothing in the foregoing regulations will

³²Bennett, "Christopher P. Linhart," p. 10.

prevent students from taking any other athletic exercises that may be arranged for by the director outside of the regular hours named for drill.

Young women are required to carry hygiene and physical training in lieu of cadet service.

This was adopted on April 11, 1900.³³

During the year 1899-1900, Stella Elliot became Stella Elliot Canfield when she married former President Canfield's son. She resigned at the end of the school year and Miss Clara Berryman then was named an associated professor of Physical Education which was the first time this title was used.³⁴ Dr. Linhart was made a Professor of Physical Education in 1900.³⁵

By 1901, the necessity for a women's physical education building was apparent. In his annual report, President Thompson stated:

The armory would not be more than adequate for the young men and the Battalion of the entire building were at their disposal. As the roll increases the demand for room increases. It is to be remembered that in early years but few women enrolled. No provision seemed necessary. But now that the number of young women is increasing and will rapidly increase in the event that a Teachers College is organized, the need for such a building cannot be overlooked. Such a building should provide suitable quarters for physical culture and rooms at the disposal of the young women for study, rest and such social life as would be incident to college life on campus. The conditions are such at present as to make the

³³Minutes of the University Faculty, March 31, 1900, p. 326.

³⁴University Faculty Directory, 1900.

³⁵Bennett, "Christopher P. Linhart," p. 10.

University unattractive to young women from every point of view except that of the classroom instruction.³⁶

This was the first recorded mention of a need for a women's building and it might serve as some comfort for those of us who are apt to be impatient with progress today to know that it would take 21 more years before this need, stated in 1901, would be satisfied.

Gymnastic exhibitions were a highlight of many college physical education programs at the beginning of the 1900's. According to Dr. Bruce Bennett, Ohio State held its first gymnastic exhibition in March, 1901 and it consisted mainly of competition between 72 freshman and sophomore men taking the required work. The classes competed in Indian clubs, dumbbells, tumbling, horse, swinging rings, horizontal bar and parallel bars. The next year a similar exhibition took place with 200 students participating and at this time President Thompson presented certificates to the gym aids (student assistants). The third exhibition in 1903 added some new events such as an obstacle race and a thread needle race and once again the President was on hand to make a speech and to present the gym aids with their certificate. In 1904 the exhibition was spread over two days so that the members of the state legislative might attend. Boxing was added to the program and was received with great enthusiasm.³⁷

³⁶ Annual Report of the Board, 1901, p. 33.

³⁷ Bennett, "Christopher P. Linhart," p. 12.

The status of physical education at Ohio State by 1902 is summarized in the President's annual report by Dr. Linhart.

The physical education is given by the director in charge, assisted by Miss Berryman, who has charge of the work for young women. The large drill hall is used by the women in the forenoon and by the men in the afternoon.

The exercising floor . . . is thoroughly equipped with the best apparatus in duplicate. The running track is 14 laps to the mile, with graded elevations at the curves to meet the requirements of the different rates of speed. The track is laid with felt 1" thick, 3 1/2' wide and is covered with rubber coated canvas.

The work is required for first and second year students. The course consists of theoretical and practical work in the gymnasium, and includes calisthenics, light and heavy gymnastics, physiology of exercise, physical examinations and measurements. It is intended to give the student such a training in the methods of physical education that he may have a comprehensive knowledge of the subject.

A thorough physical examination of each student is made at the opening of the year and the measurements outlined on charts, so as to show the part below the normal development for which special exercises suited to the health and physical condition of each individual will be suggested. These charts are constructed from the accumulated data of several thousand measurements of college students. Experience demonstrates that the body, as well as the mind, is susceptible of right and wrong development. Every part of the body can be strengthened and increased and the relation of one part to another can also be changed so as to correct imperfections.

Class leaders who act as floor aids are selected from among those who show a proficiency in the work. These students are given a certificate of their appointment as aides and the letter "A" in scarlet, which they are entitled to wear on their gym suits.

It is the aim of the department to secure health, vigor and such harmonious development of the body as will fit it to resist disease and prepare it for efficient service, both now and later in life.

The gymnasium is free to all students but those desiring a locker will be charged a fee of \$1 a term.³⁸

³⁸Annual Report of the Board, 1902, p. 54.

There was no teacher education, as such, for the preparation of physical education teachers at this time. The only resemblance to such a program was that of the gym aid. When these men had completed two years of service, they received a certificate signed by Dr. Linhart and President Thompson. This certificate served as a degree in "gymnasium work."³⁹

In the spring of 1903 Miss Clara Berryman resigned and Maude Winifred Martin was hired as her replacement. Miss Martin's title was Director of Physical Education for Women which was the first time this particular title was used. Miss Martin held this position for three years at which time she too resigned.

One year later the University was to lose its first Physical Educator when Dr. Linhart resigned in May, 1904 in order to enter private medical practice in Columbus.⁴⁰ While Dr. Linhart experienced many frustrations in his efforts to improve physical education at Ohio State, his leadership, principles and foresight undoubtedly paved the way for the continuing growth of physical education at Ohio State.

³⁹Bennett, "Christopher P. Linhart," pp. 17-18.

⁴⁰Ibid., p. 14.

A New Relationship between Athletics
and Physical Education

After Dr. Linhart's resignation in 1904, rumors were that a "name" coach from one of the prestigious Eastern colleges would be hired in his place to serve as director of physical education and coach. This was not unusual in those days and was in fact, common practice, and coaches from the East were much in demand in midwestern universities.

President Thompson squelched this possibility in June of 1904 when he recommended that no successor to Dr. Linhart be named and that the "West Point Gymnastics" be given as a substitute for those "heretofore given," under the direction of the Commandant of Cadets, and in addition, that Don Huddleson be given charge of the gym work of students other than cadets.⁴¹ No reasons were given for this decision. However, in a speech given by President Thompson in 1905 we see a real concern that provides some insight as to what might have caused President Thompson to make his earlier recommendation.

An absorbing interest of the public and students has created an atmosphere not always the purest. . . . There has been evident improvement in the rules; what is most needed at present is to improve in the ethical standards of all persons interested in athletics. Conformity to athletic rules is too much of a technicality and not enough of a principle. . . . Athletics like every other form of amusement or business must eventually rest on sound ethics. . . . It is unfortunate in the extreme that the public mind is so eager

⁴¹Annual Report of the Board, 1904, p. 63.

for amusement that it becomes indifferent to the ethical conditions surrounding the game. . . . It is a manifest waste of energy . . . to spend time in denouncing athletics; what is needed is efficient leadership by men to whom principle is dearer than anything else. If University faculties are set for the education of youth, it is little more than a corollary to add that they can not ignore the ethical conditions existing in college sports. . . . We shall never reform athletics simply by rules, we shall reform it only when we have inspired young men to cling to high ideals and to be governed by sound ethics.⁴²

In some respects, history does not change very much. President Thompson's speech of 1905 is just as appropriate in 1969 as it was then, if not more so. This could very well serve as the guiding principle in our professional preparation of athletic coaches. It would appear that the need of men governed by sound ethics is not to be altered by history.

An interesting sidelight and another example of similarities between "then and now" is illustrated in this anecdote by Frank Welling, a student at Ohio State from 1903-07 and an "unofficial gym aid."

I spent a great deal of time at the gymnasium but never took the proficiency tests to qualify to become a gym aid. In spite of this I could perform all the stunts, so Don Huddleson let me assist in some of the classes. One of the things we required was for a boy to perform certain stunts on the rings. I would help some of the boys get a hand hold up on the rings and you know, some of them would hang there like a side of beef. Those softies from the city didn't have enough

⁴²Pollard, pp. 62-63.

strength in their shoulders to pull their bodies up from the floor!⁴³

Later in the year a committee of the athletic council was formed to discuss the possibility of re-aligning the organization of physical education and athletics. Up to this time, physical education was under the control of a director while athletics were a completely separate operation on campus and directed by "part time" coaches who were not members of the faculty and who were generally on campus only during the particular season for which they were being paid. After the committee made its recommendations to the faculty, it was approved in principle and sent on to the Board of Trustees for their consideration.

Columbus, Ohio, June 12, 1906

To the Honorable Board of Trustees,
Ohio State University

Gentlemen:-

At a meeting of the University Faculty held June 6, 1906, the Faculty expressed its approval of the principle involved in the report of the Committee of the Athletic Council and referred the same to the Board of Trustees for such action as they may deem wise. The report is as follows:-

A---That there be employed by the University an official who should be Head of the Department of Physical Education for Men and Athletics and Director of the Gymnasium, and who should be a member of the University Faculty.

B---That the duties of said official should be:

1. To have charge of the Gymnasium
2. To have charge of Physical Education for Men

⁴³ Frank Welling, Private Interview Held in His Home, Worthington, Ohio, February 14, 1969.

3. To have general supervision of Athletics including
 - (a) Arrangement of all schedules
 - (b) Supervision of all coaching, training and athletic contests
 - (c) Charge of the athletic field and all athletic equipment
 - (d) Making of all purchases and approval of all bills of expense connected with the athletic field, athletic equipment and athletic contests.

C---That assistant coaches, trainers, etc. whose salaries are to be paid from funds of the Athletic Association should be appointed by such official on approval of the Athletic Board of said Association.

D---That the function of the proposed Military and Gymnasium Board be enlarged to include Athletics, and that the Faculty members of the existing Athletic Board be elected from the membership of above proposed board.

Respectfully submitted,

E. B. Stevens
Secretary University Faculty.⁴⁴

This plan for the readjustment of physical education and athletics was approved by the Board, thereby establishing another significant step in the development of the department. This was the first time that the control of athletics would be the direct responsibility of a faculty member.

Dr. H. Shindle Wingert was employed to fill this position in the academic year 1906-1907. His official title was Director of Physical Education for Men. Dr. Wingert was a medical doctor as was Dr. Linhart.⁴⁵ It was common practice

⁴⁴Annual Report of the Board, 1909, p. 47.

⁴⁵Ibid., p. 121.

in those days to hire medical men as directors of physical education in colleges and universities. One of the reasons being it was felt that this would give the department some professional and academic prestige with the University faculty.⁴⁶

The catalog had this to say about physical education in 1907-08. "Physical education is conducted under the direct supervision of the Director, who is a graduate physician and a member of the University faculty. He is assisted by an associate director for women, also an assistant and 20 student aides." A class in physical education was "exercise two hours a week, required during the first year or until a student has completed three terms of this work."⁴⁷ Dr. Wingert also instituted a plan whereby all first year women and second year men were required to take a physical examination at the opening of fall and spring terms.

President Thompson reported that:

The aim of the department has been to put games on a recreative basis so as to engage large numbers of men in various forms of activities. He noted too that 512 students engaged in foot-ball, base-ball, boxing, fencing and tennis with additional instruction yet to be given in swimming.⁴⁸

⁴⁶Curtis Tong, "John Herbert Nichols, M.D.: A Life of Leadership in Physical Education and Athletics" (Unpublished Ph.D. dissertation, The Ohio State University, 1968), p. 40.

⁴⁷The Ohio State University Catalog 1907-1908. Published by The Ohio State University, Columbus, Ohio, p. 46.

⁴⁸Annual Report of the Board, 1908, p. 11.

In 1909 the President, still concerned over all the attention given to athletics had this to say:

The excessive amount of attention given by the public to athletic events has a tendency to obscure the fact that some very important service is rendered in the Department of Physical Education. It is interesting to note that there are 1059 men students in physical education and 381 female students or a total of 1440 students . . . practically half the student body.⁴⁹

In the meantime, the administration of the women's division was undergoing some changes. Bertha Hopkins had resigned in 1908 and Norma Searing was employed in her place. At the same time, Kathryn Darnell was appointed student assistant. She was the first woman so designated. Miss Searing served only one year and resigned in 1909. At this time Alice Littlejohn became Director of Physical Education for Women.

At the same time, the men's staff had grown to a faculty of three people. H. Shindle Wingert was Director of Physical Education for Men; J. Thomas Kibler, Assistant; and Emery Bauer, Second Assistant.

Not only was the staff expanding, but so was the curriculum. In the catalog for 1910-11 we find:

1. Physical education--men, one hour credit, two hours per week. Required of all first year students. This course consists of (a) lectures on hygiene and physiology of exercise the first two weeks, first semester (b) correctives: a graded course on free-hand exercise, stretching, relaxing, stimulating, exercise with light

⁴⁹Annual Report of the Board, 1909, p. 14.

hand apparatus for the relief and correction of slight body defects, deformities, improper carriage (c) educative: graded progressive exercise on the apparatus and mats to promote muscular tone, vigor, vitality, endurance (d) recreative: gymnasium games, mental relaxation, non-competitive exercises (e) ability to swim is required and free instruction is given to those who cannot swim.

A thorough physical examination is made of each student at the opening and close of the college year. Physical defects, abnormalities and weaknesses are noted, and judicious, healthful exercise is prescribed to fit the students individual needs.

2. Advanced exercise--Elective (a) advanced exercise on the apparatus and mats (b) combative exercise--boxing, fencing, wrestling. A small charge is made to those electing this work. (c) Recreative--football, baseball, basketball, tennis, track and field sport, cross country (d) swimming--an excellent pool is provided for this exercise.
3. Physical education--women, one credit hour, four hours per week during the first year. (a) Lectures on hygiene and purpose of different kinds of physical exercise, four hours a week, first two weeks of first semester, first week of second semester. (b) Practical work in gymnasium as follows: (1) correctives; exercise for correction of faulty position of different parts of the body; for development of chest. (2) Educative work; exercise to develop co-ordination of groups of muscles, accuracy of movement, and to impart grace and beauty and a ready expression of thought in physical motions. (3) Recreative: classic dancing and rhythmic movements, gymnastic games and relaxing exercise (4) athletics (elective) carefully supervised basketball, running, swimming for those who desire it. A physical examination is made by the director of every woman entering this course before she can begin the gym work, and, if necessary, special work will be prescribed to meet her physical needs.⁵⁰

⁵⁰The Ohio State University Catalog 1910-1911. Published by The Ohio State University, Columbus, Ohio, pp. 332-33.

Even though athletics were now under control of Dr. Wingert, some of the earlier problems that had brought on faculty control, were still plaguing the University. Accusations of professionalism in collegiate athletics were common in those days and Ohio State did not go unscathed. A statement made by Dr. Wingert in 1911 indicates a personal feeling of exasp^{er}ation over this matter.

Professionalism, such as appeared in our midst this year, is not an unusual thing among colleges. This game (basketball) has caused more disenssions and misunderstanding than all other games in the calendar of sport.⁵¹

Fifty eight years later charges of professionalism in amateur sport are still common, the most recent arising out of the 1968 Olympic Games. The very meaning of the word amateur is widely debated the world over and there seems to be little agreement as to where the "line" is that separates amateurism from professionalism.

A Period of Transition

The year 1911-1912 was to become another "milestone" in the history of physical education and athletics at Ohio State. Before the year was over a re-organization was to take place that would bring the Athletic Board under faculty control, the separation of athletics and physical education

⁵¹Report by Dr. Wingert (N.M.) 1911. Office of the Archives, The Ohio State University.

(administratively), and the hiring of year-round coaches with faculty status.

Dr. Wingert's responsibilities up to this time were all encompassing. He was Director of Physical Education for Men and sole intercollegiate representative of the University; purchased all equipment and supplies for athletics; had the power to determine the quality and quantity of such equipment; was in charge of the athletic grounds; arranged all games and supervised the coaches and trainers, and nominated them to the Athletic Board of election. President Rightmire said "It was apparent that under the limited manning of the Department of Physical Education, the Director was overloaded with duties."⁵² Not only was Dr. Wingert overloaded with all these responsibilities, but the pressure that often comes to administrators because athletic teams fail to win championships began to affect his role on campus.

Evidently the fortunes of Ohio State's athletic teams were not at a peak during this period because we find a growing concern over the athletic program and mounting criticism directed at Dr. Wingert and his administration of the athletic program. The Makio had this to say:

The welfare of athletics at State is something which the student body must jealously guard. It is practically the only feature of varsity life upon which all students can center their hopes and wishes. The

⁵²James Pollard, Ohio State Athletics 1879-1959 (Athletic Department, Ohio State University, 1959), p. 105.

students have recognized this and consequently have ardently supported the teams, both by their moral and financial support, yet during the school year just closing, with all the student support, and favorable physical improvements, why have we not been more successful? Wherein do we fail? Our failure is in not extending the guardian of our athletic family our respect and confidence. A new guardian or a change of heart in our present one will work wonders. One or the other is bound to come.⁵³

The Makio, as it turned out was correct--a change was bound to come. In December 13, 1911, President Thompson received the following resolution:

Whereas--

The present form of management of athletics in Ohio State University has proven unsatisfactory and whereas--

we, the members of the Athletic Association of Ohio State University, believe that the Department of Athletics, managed and controlled strictly for athletic interests and separate and apart from the Department of Physical Education, would be broadened and placed on a higher plane and would prove more satisfactory to all parties concerned.

Be it resolved--

That we, the members of the Athletic Association of Ohio State University do hereby petition that these be a division of duties in the present Department of Physical Education and that the Department of Athletics be established, its management and control to be separate and apart from that of the Department of Physical Education.

W. Henry Graut
Secretary Athletic Association⁵⁴

In the face of this growing concern, President Rightmire appointed a special faculty committee to investigate

⁵³The Makio, 1911, p. 89 (Published Annually by the Junior Class of the Ohio State University).

⁵⁴Annual Report of the Board, 1912, p. 51.

the organization and administrative relationship between athletics and physical education in comparable universities throughout the country. This was a crucial period in the history of these two areas and in order to fully understand why the faculty finally made the decision they did, it is necessary to read the entire report submitted to them on February 14, 1912.

REPORT OF THE COMMITTEE ON ATHLETICS

February 14, 1912

Your Committee has made an extensive investigation of the method of direction and control of athletics in twenty-five of the largest universities of the East and Middle West. . . .

Your Committee learned that the Ohio State University as compared with the institutions of a similar size and character is at the present decidedly undermanned in the departments of physical education and athletics. In no institution at all comparable with the Ohio State University does one man do all the work that has hitherto fallen to our professor of physical education. Your Committee further learned that it is very unusual, in fact almost impossible to find one man with equal interest and training in the two departments of physical education and intercollegiate athletics. At many institutions where there is ostensibly one head the work is really divided. . At others the two departments are entirely separate. At Chicago, for instance, Mr. Stagg, who is formally head of the department of physical education, gives all his time to athletics and takes no interest in physical education. Another man with medical training directs this. Mr. Huff at the University of Illinois is in a similar position, and informed us that physical education was neglected there. At Nebraska the director of outdoor athletics is independent of the department of physical education. Your Committee observed a growing tendency to make competitive athletics a regular department of the University. . . .

Various methods of insuring faculty control are in vogue in the universities of the Middle West. In a few, namely, Indiana, Northwestern, and Chicago,

the students have no representation on the athletic board of control. The Committee has found that this is not satisfactory to the student bodies. At some others where there are mixed boards the faculty members are in the minority, but the acts of the board are subject to the veto of a committee of the university faculty, council or senate. An example of this method is Minnesota. This seems a cumbersome method and may give rise to friction. At other institutions such as Nebraska, Kansas, Iowa, Illinois and Michigan, the faculty has a majority representation on the athletic board. The latter method seems to us to be the simplest and best for insuring faculty control. We believe that inasmuch as athletics is primarily a student interest some student representation is desirable. In every case which we have considered, the athletic board has complete control of inter collegiate athletics.

Your Committee came to the conclusion that the western method of faculty control of athletics is best suited to the conditions at Ohio State. Your Committee therefore recommends as follows:

1. The control of intercollegiate athletics shall be vested in an athletic board of control constituted as follows:

The said board shall consist of nine members; *five of these shall be members of the University Faculty and shall be appointed by the President, annually. They shall constitute the Faculty Committee on Athletics and Eligibility. Two members shall be alumni of the University, elected or appointed annually by the Alumni Association. Two members shall be students to be elected annually by the members of the Athletic Association. This board shall appoint the athletic director, engage all coaches and trainers, approve all schedules and expenditures, appoint all student managers and other assistants.

2. The immediate direction of intercollegiate athletics shall be in the hands of a director of athletics, appointed by and responsible to the board of control. It shall be the duty of such director to arrange the schedules of all intercollegiate and intramural contests subject to the approval of the board. He shall supervise all trips and all arrangements for the carrying on of intercollegiate and intramural contests. He shall look after the interests of the intercollegiate teams and further he shall endeavor to promote a general participation in outdoor athletics among students of the University. He shall report to the board of control on all matters relating to his department.

3. It is recommended that as soon as practicable and as far as possible all coaches of teams shall be employed for the regular academic year and when satisfactory continued in their office from year to year. It is the view of the Committee that it is highly desirable that all coaches should be permanently identified with the life of the University.

*Professor George W. Rightmire

" J. A. Leighton

" T. E. French

" A. H. Tuttle

" C. A. Dye

Appointed until June 1912.⁵⁵

After studying this report, the faculty approved "immediate direction of intercollegiate athletics"⁵⁶ to be in the hands of an athletic director and all coaches to be hired for the academic year. Consequently, after six years of operation under one administrative head (Dr. Wingert), the administration of physical education and athletics were to be separated, but this particular form of organization would also be short lived.

On the basis of this action by the faculty, John R. Richards was appointed as athletic director and head coach of football and track on May 9, 1912. His salary was set at \$3500.⁵⁷ Mr. Richards, therefore, was Ohio State's first athletic director and during the next 57 years, only two other men would ever hold the same title.

⁵⁵Ibid., p. 6.

⁵⁶James E. Pollard, History of the Ohio State University 1873-1948, p. 210.

⁵⁷James E. Pollard, Ohio State Athletics, 1879-1959, pp. 111-12.

One of his assistant coaches, hired at the same time, was Lynn W. St. John, a gentleman who was to have, eventually, a profound influence in the development of physical education and athletics at Ohio State, as well as a significant influence in athletics, nationally.

Mr. Richards resigned abruptly after serving at the University for only three months. There is no mention of Mr. Richards' resignation in the board minutes and on December 18, 1912, L. W. St. John was named Athletic Director. According to Dr. James E. Pollard, Mr. St. John said later that the board acted without consulting him and he was taken by complete surprise at their action.⁵⁸

That same academic year John W. Wilce was employed as Football Coach and Frank Castleman was named Track Coach. Both men served the University for many years and made significant contributions to athletics, intramurals, and physical education.

While it appears that a great deal of time was being devoted to athletics, progress was being made in the Department of Physical Education also. One of the chief concerns of the department was that of professional preparation for physical education teachers. The men were particularly concerned about the qualifications of the individuals who were

⁵⁸Ibid., p. 114.

supervising high school athletics while the women were concerned with the poor quality of physical education and hygiene to which the high school girls were being exposed. Consequently, with Dr. Littlejohn and Dr. Wingert as the "driving force" another milestone was reached in physical education--that of establishing teacher preparation in physical education.⁵⁹ This action took place on February 12, 1912 which was during the same meeting where it was decided to separate physical education and athletics. The official entry in the faculty records is as follows:

The Faculty of the College of Education at a meeting on 12 February 1912 passed the following motion: That not to exceed six hours in physical education be counted as credit for the degree of Bachelor of Science in Education and this to be granted only upon petition to Executive Committee of the Faculty of the College of Education and recommendation of the instructor in Physical Education. The six hours for credit shall be for work in addition to the regular work in physical education required of all students.⁶⁰

By this time, the conditions in the Armory had become intolerable for the women and was having a serious effect on their program of physical education, as pointed out in the following letter to President Thompson. This is an excellent description of the facilities in the Armory and the problems the women were facing at that time.

Dear President Thompson:

The following report is submitted, not that it contains anything unknown to you, but because com-

⁵⁹Annual Report of the Board, 1913, p. 183.

⁶⁰Annual Report of the Board, 1912, p. 96.

plaints from the young women students are becoming so numerous, that it seems as if it will soon be necessary to take steps, either to eliminate part of the course in Physical Education for Women, or to provide a suitable place for it.

The number of students has increased so rapidly in the last few years, that classes in this department are now composed of from 90 to 130 or more members; too large a number to teach at one time, and give any personal attention whatever. (There were only 2 full time women teachers.)

There are but 115 lockers,--small unventilated lockers,--and 422 women in the department. Result: the clothes of three, and sometimes four students have to be crowded into one locker, which is almost an impossibility; and in some cases I have found the clothes of more than four in a locker, the owners saying that they would rather be jammed in with girls they know, than be obliged to hang their clothes against those of strangers. Clothes may be damp with perspiration, or soiled, and it does not seem right to compel the girls to crowd their clothes in with those of people whom they do not know.

Also there are many articles of clothing lost, and with occupants of lockers coming at different hours, it is difficult, or in many cases impossible to fix the blame, or prove carelessness in anyone.

With such crowding, no more clothes are kept in the lockers than absolutely necessary, and the change of underclothing which is so essential to health when going from the Gymnasium into the cold outer air, is altogether impossible.

Dressing rooms are so crowded that a very small part of the classes, often less than one tenth, can squeeze into them to dress. Three usually try to dress in each one at once, but the rest have to change their clothes, in the aisles, exposed to the view of others, and having no place to put their street clothes, often piling them in corners on the floor. Many are sensitive, modest girls, to whom the publicity, and crowded conditions are almost unbearable; also their clothing is not protected, and many dresses have been seriously damaged by being kicked around underfoot.

The windows of the dressing rooms open into them from a level with the ground, directly beside the dressing spaces, so that it is impossible to keep them open in warm weather because they admit the gaze of the passers by, and in cold weather because they allow the cold air to blow directly on the students while dressing; and as one class enters before the preceding one is out, there is not chance to cool the rooms between times and to freshen the air; with the result that the heat, and odor

of perspiration become almost unbearable, and I have seen girls coming down from the Gymnasium floor, pause on the stairs with a gasp, as the hot nauseating wave of air reached them.

As the floor is available only in the morning, all classes, over 400 students, are obliged to come between 9 and 12 oclock. This time is in some respect unsuitable for the following reasons; during the morning hours most students' schedules are full, so that they have to rush from some class (usually from the Main Building), to the Gymnasium, and from there to another class, with the result that fear of being late, and frantic rush has a detrimental affect on health, which in many cases almost counteracts the beneficial effects of the gymnasium lesson. Twenty minutes are allowed at the end of the lesson for dressing, but such are the crowded conditions, that they are almost always late in getting to the next class. Many of the Professors kindly excuse their tardiness, but some are seriously inconvenienced by it, and make continual appeals to me to see that they get to class on time.

Their minds are full of subjects of the day's recitations, and they neither need nor desire to have them obliterated from their minds; so that complete engagement, of interest is hardly possible,--for the added reason that they have in mind the fact that hair must not be disarranged, no perspiration increased, because of lack of time at the end of the lesson, to arrange toilets.

From 10 till 12 would not be an unsuitable hour if both could be used together, giving time for a thorough lesson, followed by a shower bath and change of under-clothing before going out of doors; but very few students have two consecutive hours free in the morning.

Having to allow time for dressing, only 25 minutes of the hour are available for the gymnastic lesson, and with the large classes, some of that is lost in the mechanical process of handling the class; resulting in lessons of such brevity as to be unsatisfactory alike to both pupils and instructors. It becomes impossible to give any individual instruction to those who need it because of some physical defect or weakness, or to allow to advance those who are interested, and would become more proficient; only such lessons can be presented as are suitable for the weaker members of the class, which makes them so mild as to be uninteresting to say the least. The students hardly get an idea of what might be presented in a good lesson, and their enthusiasm over the work, such as it is, makes the instructors long for the opportunity to give them the advantages of a thorough course.

We have no need to consider ways to increase interest in Physical Training; we need facilities for providing for those who are already interested.

The Armory, not having been built for a gymnasium, is lacking in many features which are essential. Between 1/5 and 1/6 of the woman students could have their health and well being promoted by carefully prepared Physical Exercises; which often means complete relaxation and quiet, between periods of mental exertion or long standing, such as occur in the Chemistry Laboratory (especially this year, when many have their laboratory work on two successive days, and have to stand on their feet three hours at a time on those two days, which frequently occur at their menstrual periods,) etc.; or exercises for the development of control, etc. in those who are undisciplined and irresponsible; or special exercises for those who have some structural defect, or functional disorder. Several cases which have left the University, could have been tided over, and retained had the Department of Physical Education had facilities for handling them. Nearly every day I see girls that need help which we are unable to give them, for lack of rooms, apparatus, or time.

The demand for preparation for teaching the subject of physical training becomes greater every year. This year, 23 girls in addition to a full schedule, are devoting certain hours to study of some of the subjects pertaining to Physical Training, preparatory to teaching.

It is to the interest of the student's health, that she have some out of doors exercise. This is recognized in the Boys' Athletic Association; but the girls, who need it even more, as the restrictions of conventional dress, and deportment limit their activities to a greater degree than do those of boys, have no space out of doors prepared and equipped for such use. The campus has several desirable stretches of level ground which would make ideal exercising fields.

It is imperative that each student have a locker to herself, so that her clothing need not come in contact with that of others; only by prompt attention, was an epidemic of a skin disorder checked in October of this year, its spread due to contact in the dressing rooms.

The Parallel Bars, Horses, Bucks, etc, are not suitable pieces of apparatus for women. (At a glance, this statement might be questioned, but I believe it to be the opinion of the more careful observers, that exercises of the character that are performed on the horse, etc, are suitable for girls from ten years to fifteen or sixteen, if carefully graded, but not for

older girls unless they have been made accustomed, and prepared for them by having had them during the younger period. To take a young woman of eighteen or twenty, and require her to vault, jump, straddle, etc., is to expose her unnecessarily to injuries, apparatus as the Swedish Ladder, Wall bars, Climbing Ropes, etc., to either train them for something that may at some time be useful, as in ability to climb, of to strengthen and develop the muscles of the lower part of the body, in order to overcome the ill effects of corsets to prepare them for maternal obligations, etc; and this training can be made very effective, with the apparatus. But we have none such, nor is the building apparently adapted to such while it is used primarily as an Armory.

Anything more said along these lines, would be but a statement of familiar facts; but I should like to ask,

What method might be pursued to result in the acquisition of a Building of Physical Education, including a Department of Hygiene?

Is there anything that we could do in the department as it now exists, which would better conditions?

The group of Junior and Senior Girls who wish to teach Physical Training are coming to the following classes:

Monday and Wednesday at 1 o'clock, Practice work on the Gymnasium floor in Swedish School Gymnastics, Advanced Indian Club Swinging, Advanced Calisthenics, Fancy Steps and Esthetic Dancing, Fencing, and Exercises of the Apparatus.

Tuesday, kinesiology.

Thursday, Consideration of the different systems of Physical Training,

Friday, Analysis of Exercises, and Practice in Teaching.

These five 1 o'clock classes are suppliments by practice on the floor between hours, practice nn teaching in classes outside the University (settlement classes etc.). . . .⁶¹

A short time later, a committee from the alumnae and women's council appeared before the Board of Trustees and

⁶¹Letter from Alice Littlejohn, Chairman of the Women's Division of Physical Education, Ohio State University, 1912.

requested authority to start a movement to secure a Woman's Building on the University campus.

On motion, The University architect was directed to prepare preliminary sketches and estimate the cost of the proposed Woman's Building, the same to be presented to the President and Board of Trustees for approval, but nine more years would pass before the Women's Building became a reality.⁶²

On March 12, 1913 the College of Education approved a request that had been made the previous December, by Mr. Richards, Mr. St. John, Dr. Wingert and Miss Littlejohn, to give credit for summer courses in athletic coaching.⁶³ This was the first time credit was allowed for this kind of summer session.

According to the catalog the curriculum for the summer session of 1913 included the following:

Athletics--Mr. St. John--Competitive and Recreative Sport.

The three following courses are intended for persons who are interested in or have charge of athletics in secondary schools.

101. The Organization and Administration of Athletics in Secondary Schools--5 hours per week.
102. The Theory and Technique of Coaching--5 hours per week. The rules and fundamentals of baseball, basketball, football, track and field. Plays, systems of signals, handling of men, formations and special appliances studied.
103. Field practice--The principles taught in 102 are worked out on the field.

⁶²Annual Report of the Board, 1912, p. 51.

⁶³Annual Report of the Board, 1913, p. 78.

Dr. Littlejohn--Physical Training for Teachers
(women).

The hours of credit to be given for this course will be determined by the College of Education, but no credit will be given unless the complete course, which consists of one hour of theory and two hours practice a day is taken.

A. Elementary Theory

1. History of Physical Education and a study of different systems of Physical Training.
2. Emergencies and first aid to the injured.
3. Personal Hygiene.
4. Methods of Teaching Physical Education

B. Elementary Practice

1. Swedish School Gymnastics (20 minutes--3 times a week).
2. Light apparatus work (20 minutes--3 times a week).
3. Calisthenics (20 minutes--3 times a week).
4. Esthetic Dancing (20 minutes--2 times a week).
5. Folk Dancing (20 minutes--2 times a week).
6. Play and Games (20 minutes--2 times a week).

C. Advanced Theory and Practice

1. Anthropometry--3 hours a week--first four weeks.
2. Physical Diagnosis--3 hours a week--second four weeks.
3. Methods of Teaching and Outlining of Lessons--2 hours a week--8 weeks.
4. Remedial Gymnastics and Special Physiology and Hygiene for Women--5 or 6 lecture hours a week--8 weeks.⁶⁴

Up to this time, members of the coaching staff of the University held no faculty status whatever. This too changed during this eventful "period of transition."

The Department of Recreative and Competitive Athletics:

The trustees, as a meeting held June 27, created a new department with a title as above. The members of this department with the rank of Professor will be given seats in the University Faculty. It may be

⁶⁴The Ohio State University Catalog 1912-1913.
Published by The Ohio State University, Columbus, Ohio,
p. 264.

opportune to add that this new departure suggests an entirely new point of view on the whole subject of physical education and athletics. The attention of the Faculty was drawn to this subject in an address last autumn by Mr. Richards. It is worth while to note that the University has never given physical education, military service or any form of recreative or competitive athletics a place as a constituent part of the education entitled to credit toward a degree. Some of the work has been required but the Faculty has held strictly to the theory that all such work should be in addition to the academic work required for a degree. As a consequence of this attitude individual members of the Faculty have at times, assumed that their subjects should take precedence and students be excused from the non-academic subjects in cases of conflict. The President has uniformly ruled against this practice because it involved a contradiction between the requirement of the Faculty and the individual judgment of a Professor. . . .⁶⁵

The annual report of the physical education department points out that there were 1592 men enrolled during 1912-1913 (816 the first semester and 819 the second semester). There were 886 women enrolled for the same period. The remainder of the report points out the purposes and program of the department.⁶⁶

Any system of education which does not safe-guard and enhance the health of the student, is, to say the least, incomplete.

The mere assembling of thousands of students in class-rooms and laboratories, and keeping them there for four or five hours a day, for two hundred days in the year, introduces into their lives a wholly artificial but necessary element. Healthy lives, are normally, continually active, and this restriction of natural movement is not to be allowed without a careful consideration of possible ill effects. It is well known fact that a large part of the sickness

⁶⁵Annual Report of the Board, 1914, p. 29.

⁶⁶Ibid., p. 67.

general ill health, and inefficiency is preventable.

Fully ninety per cent of the students who enter this University have had little or no training in the common laws of health and personal hygiene. It is, therefore, the aim of this department to furnish the correct amount of judicious physical exercise, and teach those laws of personal hygiene which will maintain and increase the health, strength, and efficiency of the student.

The year just closed has been, for the great mass of students, the most successful one this department has had since the writer has been connected with the University. The physically undeveloped ones who needed judicious guidance in the laws of health, rational exercise, rest and recreation, received proper instruction, while the physically fit athlete was well cared for by the department of Athletics.

Gymnasium Open Nights

During the indoor season, all the privileges of the department are kept open night and day, to accommodate the students. One of the instructors is always on hand and janitor service is arranged for until 9:30 P.M.

At all times we aim to teach and encourage those types of physical exercise and recreation which the student is most likely to indulge in after college years.

PHYSICAL EXAMINATION

Number of examinations made the first semester...758
Number of re-examined at the close of the year..620

PERSONAL HYGIENE SECTION

For the first time this year all first year students were required to attend one lecture a week on Personal Hygiene during eleven weeks of the first semester. The following topics were presented:

- Hygiene of the Respiratory Tract.
- Hygiene of the Digestive Tract.
- Hygiene of the Skin.
- Hygiene of the organs of reproduction.
- General Personal Hygiene.

SWIMMING

Ability to swim is one of the requirements of this department. Every first year student is required to sign up with the swimming instructor and demonstrate his ability in this line. 880 men enrolled, 643 passed the examination, 187 students were taught to swim this year, 35 failed; 15 were conditioned.

The small size of the swimming pool (20x30 feet) and the large number of students using it daily makes it imperative that the strictest hygienic supervision be maintained. The pool is emptied and washed out daily. Three times a week it is thoroughly scrubbed. This is the poorest part of our equipment. We should have a pool four times the size of the present one.

Co-operation with the Department of Athletics use of the main floor of the Gymnasium by athletes.

During the indoor season--The use of the main floor of the Gymnasium is turned over to the Department of Athletics, immediately after the close of class work.

Athletes are also privileged to use the running-track between the regular gymnasium classes, during the afternoons, daily, from a quarter of to a quarter after the hour.

This schedule allows the Department of Athletics and the male students of the Department of Physical Education an equal amount of time on the main floor of the gymnasium.

The enlarging of the basket ball court this year, and the placing of it in the center of the main floor was quite a concession to the Department of Athletics. It occupies so much space that very little other work can be done with satisfaction when the court is in use.

One set of indoor athletics tests (not announced in our last report) made in this Department, uncovered some valuable athletic material, and a list of these men was sent to the Department of Athletics, along with a list of twenty of the strongest men in the freshman class.

In the hope of finding more athletic material and creating athletic interest, a series of "week end" tests of skill and endurance were planned, but had to be abandoned after the second meet. We found the average student too much occupied with college duties and other interests to practice for these events.

On December 12, 1912, the last effort was made to interest the upper-class men. Announcements were made to all gymnasium classes, and notices posted, that the upper and lower gymnasium floors would be thrown open between the active class periods (a quarter of to a quarter after the hour), from 9 A.M., to

4 P.M. daily, and instruction given by this Department to any students in the University who desired to participate in athletic games or recreation, but not over a dozen men took advantage of the offer.

 DEVELOPMENT OF THE RECREATIVE PHASE OF
 PHYSICAL TRAINING (WOMEN)

Each year there is a great demand among the young women students for recreation of the sort which may be obtained in a gymnasium. The girls want to have basketball teams; they want to climb ropes; to run races; to play ball; to dance; and in general to amuse themselves in physical ways. They show a desire to laugh aloud, to call to each other, and indulge many such natural desires, which conventionalities deny them. They come to the gymnasium in the afternoon, when through their classes, and express their longing to get into their "gym" suits, and go up onto the floor and play.

As the building is closed to the women students during the afternoon hours, we began, the second semester of this year, opening it from 7 to 9 Monday and Thursday evenings to the girls. The response was immediate. An average of 83 attended until in March when flood conditions necessitated the discontinuance of the privilege. Basket ball teams began to skip about and swing on the ring. A general spirit of hilarity in the spring, through the cooperation of the Athletic Association, a corner of the athletic field was reserved for the girls, and out-of-door games were played with great enjoyment.

Plans are now made to start all classes out-of-doors next fall; to encourage students to sign up for their favorite sports, and to arrange hours when practice may be had. If good weather prevails, the little athletic field will prove a source of great pleasure to the girls, and will be a step toward a Girls' Athletic Field, which we hope will one day be a reality. We are a long way behind many institutions in providing facilities for the girls' activities, but, even with the overcrowded building, we shall be able to make some advance now that we can arrange for some out of door work.

Also a class in Folk Dancing will be held through courtesy of the Dean of Women, at Orton Hall, Wednesday afternoons, open to all women students, which will be an outlet for their exuberant spirits.

The organization of classes for sports will necessitate another student assistant to teach the

games, stay out on the field during practice, etc., and we hope that we can retain Miss Marsh for this work, and to continue teaching swimming during the winter months.

Alice Littlejohn Goetz.⁶⁷

Summary

Physical education actually began in January, 1898 at Ohio State, although it was called physical training at the time and Dr. Linhart was the first Director of the program. Two years later, physical training was made mandatory for all students and has remained a requirement to the present day (1969).

In 1906 athletics finally came under control of a faculty member for the first time when Dr. Wingert was given this responsibility along with that of Director of Physical Education. Six years later, the administration of athletics and physical education was separated again and Mr. John Richards became athletic director. Several months later he resigned and L. W. St. John was named as his successor.

In 1913 credit for summer school courses was authorized in physical education and has continued to grow ever since.

These 15 years were the foundation for the future growth of physical education at Ohio State.

⁶⁷Annual Report of the Board, 1913, pp. 67-76.

CHAPTER II

WORLD WAR I AND POST WORLD WAR I PHYSICAL EDUCATION 1912-1921

At the end of the 1913-1914 school year, Alice Littlejohn Goetz resigned and was replaced by Dorothy Bocker. Miss Bocker had two assistants, Marquerite Moore and Dora Sauer making this the first time the women had three full time faculty members on their staff.¹

The men's staff was also composed of three people-- Dr. Wingert, George Bartholomew and Henry Ohlson.² From this point on, however, the men's staff would grow at a much greater pace than the women's primarily because of the new policy which gave coaches faculty rank.

Later in the year, another faculty Committee was appointed to consider the matter of credit for work done by students in athletics, physical education and certain compulsory exercises. On April 15, 1914 they made this report to the University Faculty.

TO The University Faculty:-

Your committee appointed to consider the matter of credit for work done by students in Athletics,

¹Faculty Directory, 1914, p. 65.

²Ibid., p. 65.

Physical Education and certain compulsory exercises begs to report as follows:-

First:- The committee recommends that the compulsory lectures given by the Dean of Women to the first year women, which were authorized by this faculty be considered as a part of the requirement in Physical Education for Women, just as the lectures to the first year men by the President are a part of the requirement in Military Drill.

Second:- That the required Military Drill and Physical Education for men in the first and second years, remain on the same basis as at present, i.e., as work required for graduation in excess of the required number of hours of academic work.

Third:- Realizing that there is a demand for teachers prepared to direct Athletics and Physical Education in addition to their regular secondary school work, the committee recommends that advanced courses in Athletics and Physical Education be offered in the appropriate colleges; not to exceed six hours of such work to be counted as credit toward a degree and not more than two hours to be taken in any one semester.

Respectfully submitted,

(Signed) Alfred Vivian
A. G. G. Richardson
C. A. Dye,
H. R. Spencer,
Committee.³

One of Dr. Wingert's innovations was an event he called the "annual open lesson." In looking through the program of May 9, 1914, we see that this event was performed by the men's department only and took place on Ohio Field. The University band was present as well as a pianist to accompany certain exercises during the program. It is interesting to note the various kinds of exercises demonstrated, as compared with what we do today, and the values

³Committee Report to the Board of Trustees, April 15, 1914, p. 3.

they believed could be fostered by these particular activities.⁴

The exercises shown today tend to foster and develop the following mental and physical qualities: self possession, alertness, concentration, perseverance, quickness of perception, increased power of attention, will power, patience, obedience, loyalty, skill, agility, grace, poise, courage, strength, endurance,--in a word, health and efficiency.

I. A--Respirator exercises and Gymnastic steps

B--Recreative games

Volleyball

"Skin and Snake"

"Thread the needle"

"All up" Relay

II. A--Exercise with Bar-Bells (corrective exercise)

B--Class Wrestling

C--Recreative Games

Playground ball

Indoor Base ball

Whip Tag

"Three Deep"

Field Hockey

III. Educative Exercise--On various pieces of equipment

IV. Habit Exercise--These exercises are taught in this Department, with the view of creating a "habit" or a desire to follow them in after-college years.

"Dry Land Swimming"

Round Dancing

Tennis

Volley Ball

Boxing, Fencing, Bag Punching

Club Swinging

"First Aid" and Bandaging Contest

V. Carnival of Contests and Games--real recreation

Basket ball relay and Pin Ball

Human Burden Race--Indian Club Circle Pull

Cross Rog, Japanese Tag and "Black and White"

⁴Program, "Annual Open Lesson," Press Ohio State Reformatory, Columbus, Ohio, May 9, 1914) N.P.).

Dodge Ball and Indian Club Race
 Walk and Run Relay
 Union Ball
 Relay Races--Hopping--Leap Frog--Jump Wand--
 Wheel-barrow
 Man Overboard
 Bombardment
 Flank Tag
 Center Ball
 Spud
 Basket-ball

VI. Inter-collegiate Chariot Race

A. Team A--Mechanical Engineer, Electrical Engineers, Civil Engineers, Chemical Engineers
 Team B--Agriculture, Horticulture, Forestry
 Team C--Arts, Education, Pharmacy, Veterinary Medicine

B. Pyramids

VII. Annual inspection and awarding of certificates.
 The "GA" monogram is the highest honor awarded to the Aid in this department. It is given for service and ability.⁵

While the Department (men and women) were concerned about the students being involved in activities with carry over value--the primary concern in physical education in 1914 was health. This factor is pointed out very clearly in the annual report of that year.

I. Aims of the Department

A. To provide such instruction, supervision and experience in the fundamental laws of health and personal hygiene as will acquaint the student with his health possibilities and enable him to intelligently formulate his own policy of personal health control and protect and help his associates.

⁵Ibid. (N.P.).

- B. To provide instruction in the various motor activities (outdoors as well as in) that are known to develop organic vigor, coordination, bodily skill, endurance and many valuable traits of character. The value of daily rational exercises as a "health habit" is instilled into the student in this section of the work.
- C. To provide necessary medical advice and emergency treatment to students of this Department while they are on the University campus during regular school hours.

"In a word"--Health and Efficiency⁶

The program also included corrective individual exercises, social dance, and the ability to swim was a requirement.⁷

After two years of having separate departments of athletics and physical education, a proposal was presented to the faculty, by these two departments, that the work of the Department of Competitive and Recreative Athletics and that of the Department of Physical Education be combined. The two departments would function under one administrator.⁸

The Departmental Report said:

The larger scope of the work is briefly outlined with the broad modern conception of scientific physical education in view.

It did not propose radically to revolutionize and change the methods of the present double system at the

⁶Annual Report of the Board, 1914, p. 67.

⁷Ibid., p. 68.

⁸Ibid., p. 78.

University, but proposed to correlate all interests to work towards a common end, the greater good of the University.

The essential feature of the idea was provision for executive power centralized in a Director of Physical Education. The work of the Department was divided into five general fields:

1. Required Physical Work.
2. Intramural Recreative Work.
3. Normal Courses.
4. Intercollegiate Work.
5. Extension Work. (Proposed)⁹

The Director would be directly responsible to the President and Board of Trustees. He would be in general executive charge of all activities of the Department. The Director would give also some of the normal work, and would give some of his time to certain fields of coaching until local conditions would enable him to devote all of his time to proper normal education and executive duties.¹⁰

Required Work

This work for men would be in direct charge of a Director of Gymnasium and two assistants. All first year

⁹Report Prepared by Department of Athletics and Physical Education, "A Combined Department of Physical Education at Ohio State University," 1915, Archives, Dick Larkins Office.

¹⁰Ibid., p. 2.

students would be given physical, medical and motor efficiency examinations. On the basis of the examinations, the men would be divided into at least three classes, for example super-normal, normal and sub-normal. The Director would supervise all required work.

The best men would be placed in groups for more highly organized forms of activity. Such men would be allowed to elect some supervised work of an athletic character. Normal men would be required to perform the usual amount of gymnasium work, mixed with plays and games, but would also be allowed to substitute participation in freshman and supervised intramural athletics teams for corresponding gymnasium time credit.

For the sub-normal man, special corrective exercises would be required for at least the Freshman years.

The above arrangement of required work for men involved changes in the classifications of students. It also involved use of the assistants in intramural gymnastics, wrestling, fencing, boxing and basketball and in inter-collegiate wrestling, and gymnastics.¹¹

Women Required Work

The work of the Women's Department would be under a Woman Director and two assistants. It was desirable to the women that a woman physician be included on their staff.

¹¹Ibid., p. 3.

Because of the coordinate use of facilities and the possibilities in giving theoretical courses in Physical Education open to both men and women, the work for the women would be nominally under the Director of the Department of Physical Education.¹²

Intramural Work

This division contemplated recreation for the general student body.

The present system of intramural athletics for men would be more thoroughly supervised, because the members of the present staff of Physical Education would also be available. The aim was to organize recreative activities to the point where the largest feasible number of students would be using the facilities. No effort would be made to expand intramural activities beyond the bounds of sane supervision. Intercollege and club organization would be perfected. The general supervision of intramural athletic activity would be in the hands of members of the Intercollegiate athletic coaching staff since they believed the prestige of intercollegiate athletics greatly facilitated work in the intramural field.

The development of modest outdoor facilities for girls recreative sports, such as field hockey and archery, was

¹²Ibid., p. 3.

one of the desired goals too.¹³

Normal Work

This proposal involved a continuance and further development of the normal work given in summer sessions 1913 and 1914 by members of the Department of Competitive and Recreative Athletics, and work given during the previous two years by the Department of Physical Education for Women. It also involved eventually the giving of similar work during the regular college year, presumably as a part of the work of the College of Education.¹⁴

The demand for men trained in physical education, theoretical and practical, had developed for universities a real responsibility in this field of education. The demand was not for men or women trained in gymnastics alone nor in athletics alone but for college trained men and women with a broad conception of physical education in ALL its phases.¹⁵

At that time the big demand was for men to teach in high schools and coach athletic teams.¹⁶

In the absence of technically trained physical educators, high school principals and superintendents invariably hired a man who had distinguished himself in athletics rather than

¹³Ibid., p. 4.

¹⁴Ibid., p. 4.

¹⁵Ibid., p. 4.

¹⁶Ibid., p. 4.

the man who had excelled in gymnastics. It was felt that it was the duty of the University to train these men whose services were in demand in general theoretical physical education.¹⁷

They felt too that a proper normal training in athletics and gymnastics along with the proper courses in general theory was impossible without the closest cooperation of these two phases of the Physical Education field.

A so-called "minor in physical education" was planned. The technical courses in physical education would be given by the regular members of the staff, and courses in other correlated departments of the University would round out a complete course.¹⁸

Little if any extra expense would thus be involved in the giving of normal work. The Director of the Department, Director of Football, Director of Track and Field, Director of the Gymnasium, Director for Women, would each assist in giving of the technical courses.

Combination, they felt, was absolutely essential for the giving of normal courses which were open to both men and women.¹⁹

¹⁷Ibid., p. 5.

¹⁸Ibid., p. 5.

¹⁹Ibid., p. 5.

Intercollegiate Athletics

Intercollegiate athletics were conceived in this plan as an efficient unit, part of the activity of the University supervised by the faculty. Athletics at Ohio State should be continued above the reach of betting team supporters, who would professionalize sport, and players, and lower the standards of the entire system.²⁰

The staff in intercollegiate work, Mr. St. John who coached basketball and baseball and assisted in football; Mr. Wilce who coached football and directed intramural activities and Mr. Castleman who coached track and field sports and cross country, also assisted in football, were all engaged through much of the year in promoting intramural athletics. A student assistant had been employed, who in addition to coaching the Freshman Football squad, had helped with the intramural work.²¹

Extension Work

This field was proposed as a proper working out of any system of physical education.

Proper standards of physical education would be promoted through lectures by staff members and distribution of appropriate literature. Such literature and lectures were requested by many school men of the state.

²⁰Ibid., p. 6.

²¹Ibid., p. 6.

Fifteen hundred copies of a special illustrated booklet and 600 copies of a special edition of the Lantern were to be distributed by the Varsity "O" Association through the Department of Competitive and Recreative Athletics.²²

The Board of Control for Athletics recommended that "in the interest of economical and efficient administration the Department of Competitive and Recreative Athletics be consolidated into one Department."²³

It was during this year that Dr. Wingert resigned his position in physical education to become director of the student Health Service. Whether this action came because of the move to combine athletics and physical education, or whether the move to combine came because of his resignation is not known to us.²⁴

At the same time, Dorothy Bocker resigned after one year as director of the women's division and was replaced by Florence Meyer.²⁵

On April 24, 1915, the two departments were combined and were "to be known as the Department of Physical Education, effective July 1, 1915."²⁶ Mr. Lynn W. St. John was

²²Ibid., p. 7.

²³The Ohio State University Catalog 1914-1915. Published by The Ohio State University, p. 311.

²⁴Faculty Directory, 1915.

²⁵Ibid., p. 7.

²⁶Annual Report of the Board, 1915, p. 77.

appointed as the head of the Department, a post he would hold for the next three decades.²⁷

The next academic year the work of the department was divided into four sections:

1. Required physical education
2. Intramurals
3. Teacher preparation
4. Inter-collegiate athletics.

During the year there were 1097 men enrolled in physical education and 497 women.²⁸

The curriculum offered in 1915-16 included the following:

Men

- 101-102 Physical Education--1 credit hour. The year, 2 hours a week. Required of all first year students. First semester course consists of one lecture on personal hygiene and one period of activity.
- 110 Theory of Physical Education--2 credit hours. Second semester. A consideration of the history and principles of Physical Education and the relation to the general education system.
- 112 Principles of Coaching--2 credit hours. Second semester. Instruction in organization and conduct and coaching theory.

Women

- 131-132 Physical Education--1 credit hour. The year, 4 hours a week. Required of all first year students. Lectures on personal hygiene. Gymnastic exercises, elementary Swedish gymnastics, calisthenics, drills with wands, Indian Clubs, folk dance, aesthetic dance and games.

²⁷Ibid., p. 8.

²⁸Annual Report of the Board, 1916, p. 122.

- 133-134 1 credit hour, the year, 4 hours a week for second year students, required of all women. Lectures on principles of Physical Education and Gymnastic exercises.
- 135 Anthropometry and Physical Diagnosis--3 credit hours.
- 136 Theory and Practice of Teaching Physical Education--3 credit hours, 2 lectures and 3 hours practice each week.
- Summer Session
- 107 Organization and Administration of Athletics in Secondary Schools
- 112 Principles of Coaching
- 114 Play and Playground Work
- 116a Playground Activities for Boys
- 116b Playground activities for Girls
- 118 Playground practice
- 120 Anthropometry and Physical Diagnosis
- 122 Teaching of Physical Education
- 131 Hygiene and Elementary Practice (women)
- 136 Theory and Practice of Teaching and Advanced Practice (women)²⁹

During these years, the Physical Education Department was in the "Presidents Division" in the framework of the University and they reported directly to him on all matters concerning physical education. The following letter is an example of the kind of details that sometimes came to the President's attention because of this type organization.

Dear President Thompson:

It is desired to make a change in the required dress for gymnasium work. The present specification as laid down in rule 30 in regulations for Department of Physical Education for men, provides that students shall wear a gray quarter sleeve shirt with a scarlet band across the front, and gray trousers with black stripe down the side.

We desire to adopt a white sleeveless shirt, white running pants (minimum length of inner seam of pants to be nine inches), and white canvas.

²⁹The Ohio State University Catalog 1915-1916. Published by The Ohio State University, pp. 360-61, 8, 370.

shoes. This seems to be in accord with the general practice elsewhere.

To put this change and regulation into effect, is it necessary to have more than your approval of this change?³⁰

In 1916 Dr. J. H. Nichols was appointed to the staff to head up the required program and to supervise medical examinations and health instruction. According to Dr. Nichols, Mr. St. John wanted a medically trained man in order to give the Department some professional and academic prestige with the University Faculty. Medically trained men were the heads of most Eastern schools at that time. Dr. Hitchcock at Amhurst, Dr. Sargent at Howard, Dr. Tait McKenzie at Pennsylvania, Dr. Meylan at Columbia and Dr. Anderson at Yale.³¹

In a 1951 speech at Ohio State, Dr. Nichols said:

Students were highly antagonistic toward required physical education and at least one-third of my time that year (1916) was devoted to dealing with students who failed to attend their physical education classes.

Each student was given a number and formations were made by placing the numbered students into rows or columns and they would then take part in mass calisthenics. That was the whole program and characteristic of many programs over the country at that time.³²

³⁰Letter from St. John to President Thompson, March 23, 1916.

³¹Curt W. Tong, "John Herbert Nichols, M.D.: A Life of Leadership in Physical Education and Athletics" (unpublished Ph.D. dissertation, The Ohio State University, 1968), p. 40.

³²"Physical Education News," Columbus: The Ohio State University, XI (November, 1951), 4.

A "syllabus" for physical education at Ohio State was prepared by Mr. Bird, a new staff member in 1917 which clearly illustrates what Dr. Nichols was saying.

G Y M N A S I U M.

I. A I M S.

Why should one engage in gymnasium work?

- (a) Develop and preservation of the Physical body, and restoration of health.
- (b) Recreational reasons.
- (c) Gymnasium work promotes a systematic development that is not reached in any other lines of athletics.
- (d) To better fit one's self for other phases of athletics.
- (e) Better fit one's self for life's work.
(Balance between the mental and physical.)

II. R U L E S.

Definite preparation of day's lesson, including:-

- 1. Exercises of all muscles.
- 2. Progression (exercise to exercise, lesson to lesson).
- 3. Games at close of lesson.

A. DAY'S ORDER.

- 1. Meaning: A Swedish system which puts certain types of exercises in a regular prescribed order of progression.
- 2. Reasons: No danger of exercising one muscle without touching others. One movement prepares the way for the next

1. Introductory Exercises.

Object: Transition from mind to body.
Type: Fast exercises as arm extension.
Effect: Wake up the class.

2. Arch Flexion.

Object: To stretch the chest and straighten the dorsal spine.

Type: Reaching and 2-heel elevations.

Effect: Good posture. Explain importance of standing erect.

3. Heaving movement. Usually on apparatus.

Object: To elevate the chest.

Type: 2-A extensions sidewise. Haging inapp.

Effect: Increases the respiratory power.

4. Balance movement:

Object: Cultivate general equilibrium to diminish the heart-beat brought on by previous exercise.

Type: 2-heel and leg elevations.

5. Shoulder Blade.

Object: Develop shoulder and arm muscles. Promote co-ordination in movement of shoulder-blades, trunk and arms. Correct the student's stoop.

Type: Arm flinging, elevations and extensions.

6. Abdominal exercises:

Object: Strengthen the muscles and improve digestion.

Type: Stoop-falling; trunk-bending backward and forward.

7. Lateral Trunk.

Object: Quicken the circulation in the large vessels of the trunk. Strengthen the waist-muscles.

Type: Trunk rotation and sideward flexion.

8. Slow leg movements:

Object: Diminish blood pressure and heart beat.

Type: Knee flexions.

9. Leaping:

Object: Develop co-ordination, control and speed.

Type: Jumping, valuting, dancing, jig-steps, etc.

10. Respiratory Exercises.

Object: Produce normal respiration, after the leaping, and prepare the student for rest.

Type: Slow arm movements, upward and downward.

RESULTS: In this manner, within each lesson, one movement prepares the way for the next, and tends to counter-act evil effects of the preceding.

B. APPARATUS WORK.

(Name pieces, hard and heavy.)

AIM: Aim is more specialization of exercise.
Cultivate force and localized effects.
As a means of correcting physical defects.

C. EXPLANATION OF GAMES, Etc.

III. F O R M I N G Y M N A S T I C S.

Judgment of one's ability based almost entirely on FORM.

To get correct form requires much work and practice.

Not necessary to be a natural born athlete.

FORM IN GYMNASTIC CONTESTS.

Basis of judgment:

1. Form in approaching apparatus.
2. Form in the performance of set or voluntary exercises.
3. Form in retreating from the apparatus.

Gymnastic teams.

Prospect for intercollegiate team
at O.S.U.
Preliminary work necessary (as
Fresh Course.)
Participation in other branches of
Athletics is of great value.

IV. HOW CAN YOU TRANSLATE SKILL IN THIS LINE INTO SOME
OTHER LINE TO MAKE FOR USEFULNESS?

1. Relation to other branches of Athletics.
2. Military stand-point--setting up exercises, etc.
Makes all-round better soldier.
3. In regard to business or professional life.
Habits of exercise formed, etc.

LESSON ONE

CALISTHENICS

- 1 Class--ATTENTION! Hands on hips--PLACE! On neck--PLACE!
Right--FACE! Left--FACE! Hands on hips--PLACE!
About--Face!
- 2 ATTENTION! Chest--RAISE! DOWN! POSITION! At--EASE!
At--EASE!
3. ATTENTION! Hands on hips--PLACE! Right (L) knee upward--
BEND! DOWN! POSITION! At--EASE!
- 4 ATTENTION! Arms sideward upward--RAISE!DOWN! At--EASE!
- 5 ATTENTION! Hands on hips--and feet sideward--PLACE!
Trunk forward--BEND! raise!
POSITION! At--EASE!
- 6 ATTENTION! Hands on neck and feet sideward--PLACE!
Trunk to Right (L)-- BEND! RAISE!
position! At--EASE!
- 7 ATTENTION! Hands on hips--PLACE! Heels--RAISE! DOWN!
POSITION! At--EASE!
- 8 ATTENTION! Hands on hips--PLACE! Running in place, knees
up high in front. POSITION! At--EASE!

BOXING

"On GUARD." Explain position of hands, arms, feet, etc.

Commands:

Class-ATTENTION! On--GUARD! RECOVER! At--EASE!
ATTENTION! Etc.

NOTES

Breathing exercises to be given three or four times during each lesson, at the time instructor sees fit.³³

Dr. Nichols also had this to say about the status of physical education during this period.

Some of our considerations during this period were:

1. The development of an elective sports program. During this period most schools did not have such a plan. For the first time, students were to elect activities as soon as they were able to attain minimum standards of physical efficiency.
2. The acquisition of credit for physical education classes.
3. The development of a major curriculum in physical education.³⁴

A new method of handling absences was instituted this same year. Each student was allowed a maximum of five absences during a semester. No excuses were granted unless a student was absent from the University for a week or more. Attendance counted in the final grade and in order to get

³³Lesson Plans, O. C. Bird, 1917, The Ohio State University Archives, Physical Education File.

³⁴"Physical Education News," Columbus: The Ohio State University, XI (November, 1951), 4.

an "A" in attendance, an individual could have no more than two absences. This grade was then averaged with the grade in a student's physical examination, physical efficiency test, swimming test and hygiene test.

Men who received an "A" were permitted to elect their courses for the next semester from special activities. This resulted in the reduction of the number of excuses granted from 706 the first semester of the preceding year to 83 for the first semester of this school year.³⁵

According to Dr. Nichols, the outstanding feature of the year was a change in the attitude of the student toward the work of the Department. This came about by introducing, in 1916, a system of physical efficiency tests by which the men were graded and classified according to their ability.

The reasons for establishing these tests were:

1. Accurate method of grading and classifying men according to their condition and ability. The work must be graded to suit the needs of men.
2. It interests students in his own physical condition and creates a desire to come up to the standard.
3. It gives each man a definite goal to work for, as "A" grade means the privilege of electing courses.
4. Provide the Department a most accurate and fair method for grading and forms the basis for what men should receive credit and what men have not yet reached the minimum requirements of the Department.
5. It places physical education on the same basis as other courses in the curriculum. Many otherwise intelligent men believe that physical education is something aside and apart from all educational work.

³⁵Annual Report of the Board, 1917, p. 50.

Only in these past few years have we begun to realize, educationally at least, that mind and body are inseparable.³⁶

Dr. Nichols expressed the goal of the Department this way:

It has been our aim in all activities of the Department, to stimulate enough interest and enthusiasm in some line, so that the students will want to continue in it, not only for the rest of his college course, but the rest of his life. If we are able in some measure to do this, we have accomplished what every real teacher hopes to do, namely, to inspire an enthusiasm, a desire to go further. Who can say what it means to a man in greater years of effectiveness, and in greater happiness, to have a real enthusiasm for health and sport. . . .³⁷

The year 1917 saw the United States enter the "War to End All Wars." The effects of the war years and post war years were world wide and caused many changes to be made in the life of the Ohio State University, its colleges and departments.

The attitude of the University "community" towards the involvement of the United States in the war is such a stark contrast to the attitudes prevalent on college campuses in 1969 that it is included, not only to illustrate the point, but also to show the attitude of co-operation the University felt toward the war effort. This expression of complete support of the President of the United States will help explain why and how some changes were made at the University

³⁶Ibid., p. 51.

³⁷Ibid., p. 53.

during these years, particularly those regarding physical education.

The following declaration was adopted by the Board of Trustees on April 3, 1917:

The President of Ohio State University, by authority of the Faculty of the University and of the Trustees in session April 3, is requested to assure the President of U.S. of their recognition of the lofty ideals and the patriotism actuating him in the present crisis; of their unserving faith in this integrity of purpose of the righteousness of his stand for humanity and for political freedom of all nations, including the people of Germany.

The Faculty and Trustees pledge him their loyal support in his leadership. The resources of the U. in scientific and research laboratory and in men will be at his command. They will count it a great joy under his leadership to serve the cause of humanity and to aid in ushering in the day when government by treachery will be impossible, when autocracy will be supplanted by a rule of the people, when diplomacy shall be synonymous with truth and honor, and when righteousness shall be the foundation of government and the maintenance of justice the object of its administration.

The President is assured of the loyal support of the O.S.U. He has our hearts, our hopes, and our prayers.³⁸

The work of the Department continued as near normal as possible for the time being. One of the curious regulations in effect at that time concerning required physical education was--"all students who by reasons of their church affiliations have conscientious scruples against Gymnasium work shall be exempt."³⁹

³⁸Annual Report of the Board, 1916, p. 5.

³⁹Letter to President Thompson from L. W. St. John, November 1, 1947, The Ohio State University Archives.

The "elective" program in physical education had begun to change the students' attitudes toward this requirement. An editorial in the Lantern had this to say:

Those who participated in the gym work a few years ago, and have paid little attention to it since, will be surprised by the evidence of progress. . . . the new progress of giving students work suited to their needs, their abilities and their tastes should work a revolution in the attitude toward "taking gym."⁴⁰

In March, the authorization for a woman's building was passed by the House (House Bill No. 452).

Be it enacted by the General Assembly of the State of Ohio:

Section 1. That for the purpose of providing for the women students of the Ohio State University a place where the required physical education can be given, where proper rooms may be provided for study, for reading, for rest and recreation, where the student activities of the young women may be centered with proper direction and supervision with provision for restaurant and dining room facilities, where provision for proper social and educational development may be provided; there be and hereby is appropriated out of any money in the state treasury to the credit of the general revenue fund, not otherwise appropriated, the sum of one hundred and fifty thousand dollars.

Section 2. The board of trustees of the Ohio state university is hereby authorized and directed to contract for and superintend the erection of such women's building at the Ohio state university under plans and specifications necessary to carry out the intent and purpose of this act.⁴¹

The status of the women's division at the end of the 1916-1917 academic year was explained by Miss Meyer in her annual report.

⁴⁰ Editorial, The Ohio State Lantern, March 29, 1917, p. 2.

⁴¹ House Bill No. 452, Passed March 20, 1917.

The work of the Women's Division has been more efficient this year because of the additional help of an assistant and the use of the lower gym during the afternoon hours.

25 girls passed tests for the "Varsity A" versus nine the year before. These girls served as aids by leading classes and were supervised by regular instructors. No student was given credit for complete work in the Department unless she could swim twice the length of the pool.

The women's athletic association, organized this year, assisted in conducting tournaments throughout the year in field hockey, basketball, volleyball, swimming, baseball and tennis.

Recommendations for the future:

1. A female medical advisor solely for girls
2. A larger teaching staff
3. A major course in physical education should be introduced as soon as possible. Each year there are demands for such a course by our students. This year at least 15 prospective students made inquiry since they wished to attend Ohio State and specialize in Physical Education.⁴²

Dr. Nichols in his annual report for the men pointed out that advance courses in Physical Education has been offered as electives in the College of Education for the first time. There were about 20 students enrolled in this elective work during the year. The next year, additional work would be offered and it would be possible for a student to "minor" in physical education. A total of 12 hours was allowed in this field by the College of Education.⁴³

⁴²Annual Report of the Board, 1917, pp. 53-55.

⁴³Ibid., pp. 49-49.

Intramurals for men, which Professor Wilce had started in 1914 had shown a "healthy growth and increased spirit of competition." The fact that a successful football coach took charge of this program introduced a "powerful appeal, a vitalizing factor, and secures a response that would be hard to appreciate under a different man or plan of organization."⁴⁴

The question of military drill replacing physical education was raised during this year. Dr. Nichols responded to Mr. St. John by saying that military drill was not, and never pretended to be a substitute for physical education. The military work was devoted to close order drill and tactics which did not in any way give a man the physical foundation necessary for a soldier or a citizen.⁴⁵

He went on to say that all military men were advocating a complete system of physical education beginning in the grade schools and continuing through the senior year of college.⁴⁶

He concluded his report by saying: "No subject in the curriculum is of more importance or of more value to the student than a knowledge of the fundamental laws of health."⁴⁷

⁴⁴Ibid., p. 5.

⁴⁵Report from Dr. Nichols to L. W. St. John (N.D.), The Ohio State University Archives.

⁴⁶Ibid., p. 2.

⁴⁷Ibid., p. 2.

Dr. Nichols recommendations for the future in men's physical education were:

1. Requiring of high school students to present credits for courses in physical education. This will result in raising the standards in high schools.
2. Require physical examinations of all undergraduates entering the University for the first time.
3. Establish a two year course of prescribed physical education, three hours a week; permitting students to elect their activities as soon as they met minimum standards of proficiency.
4. Establish positive credit for all courses in physical education.⁴⁸

The first military organization on campus and probably the most distinctive feature of the year was the establishment of a school for military aeronautics, for pilots. This organization was created in May, 1917 and became operational in June, 1917. The University gave the Government exclusive use of Hayes Hall and the Armory for this purpose.⁴⁹

Since the Armory had been turned over to the Military, the women's physical education department was forced to move their office to the Home Economics building. The program consisted of lecture in hygiene and outdoor sports when possible. This continued into the second semester when once again the women were able to move back to the Armory.⁵⁰

⁴⁸Report from Dr. Nichols to L. W. St. John (N.D.), The Ohio State University Archives.

⁴⁹Annual Report of the Board, 1917, p. 6.

⁵⁰Annual Report of the Board, 1919, p. 45.

Much of the men's program was suspended also. The elective program was completely suspended and the intramural program was cut back somewhat because of unsettled conditions.⁵¹

The situation on campus between the military and University was not one of complete harmony. The division of authority between the military and University Faculty created serious problems and on top of this a tragic flu epidemic swept the country as well as the Ohio State campus, which created tremendous confusion and further complicated the problems already existing. As the war came to a close, the military program on campus was being widely criticized.⁵²

The Post War Years 1919-1921

After the military left the campus, the character of physical education was changed slightly to conform to what was found to be most desirable in the army training camps. This meant a larger measure of games, instead of exercises and individual work, and more emphasis on combatives such as boxing and wrestling.⁵³

The University was beginning to take another look at the role of physical education on campus. President Thompson, after attending a meeting of University Presidents in

⁵¹Ibid., p. 46.

⁵²Ibid., p. 11.

⁵³Annual Report of the Board, 1919, p. 46.

Washington, D.C. in 1919 made this report to the Board of Trustees.

The real issue before colleges is whether physical education is to be a part of the education of youth, or an extra curriculum subject; that the time seems ripe for a revision of physical education in the colleges and universities. Physical education should either be placed under the jurisdiction of the Faculty, and become a part of the curriculum and carry credit as other academic subjects. . . . thus giving it a place in real education, or it should be abolished.⁵⁴

The status of physical education at Ohio State was that of a special area which was not included in any college on campus, but rather it was included in the "President's Division" and reported directly to his office.⁵⁵

The faculty in the physical education department were not satisfied with their role on campus and felt that their program was not adequate. It was their belief that the program could be much more meaningful and beneficial if the University Faculty would approve of some proposed changes in physical education.⁵⁶

In March, Mr. St. John presented the following report to the University Faculty.

Physical education at Ohio State has been inadequate because of:

1. Lack of its appreciation of its educational value.

⁵⁴Ibid., p. 83.

⁵⁵Ibid., p. 83.

⁵⁶Ibid., p. 103.

2. Lack of time allotment
3. Absence of serious attitude on the part of students due to the fact that it has carried no positive credit. The department believes that physical education must be considered a true part of the curriculum and, as such, be adequately provided for. The reasons for this belief are:

1. The established need of a thorough physical examination of students as a pre-requisite to their entrance into University life and their most effective work as students.
2. The fact that appreciation of the fundamentals of personal hygiene is a pre-requisite to all effective life and work.
3. The definite need of the improvement or maintenance of health through the establishing of health habits.
4. The positive educational aspects of physical education which as stated by Professor W. H. Kilpatrick of Columbia University; concerns itself with health, morals, social outlook and the leisure time.

Morals, social outlook and the leisure time.

Playgrounds, gymnasiums and athletic fields are of inestimable value as the laboratories of general education in which the most important factors of human efficiency are developed, namely health and character.

The department therefore submits these changes as necessary to the proper physical education development.

1. A 2 hour course in hygiene required of freshman first semester. To be included within the present requirement for graduation.
2. 3 hours a week of physical education required of freshmen and sophomore. This work to carry positive credit for a total of 4 hours.

The principles which ought to obtain in this program of physical education are:

1. A certain percentage of disciplinary drill enabling one to react accurately and promptly.
2. Personal contact and combat games.

3. Exercises that will serve for health and exercise after college.
4. Experience in organized competitive games which "seasons" a man and makes him able to come through under fire.
5. Corrective exercise for those in need.

The freshman work will consist of:

- a. Fundamental Swedish work aiming at improved posture, respiration and circulation.
- b. Recreative games and sports--boxing, wrestling, swimming, etc.

On the basis of the physical examination and an actual practical test, grading co-ordination and skill, freshmen to be arranged in group A, B, C. These groups to be given definite graded instruction followed by exams.

The sophomore work to be continued on same lines with a considerable larger amount of organized sports--more competitive in nature. Under present conditions it is proposed that the sophomores work take the form of compulsory intramural athletics for those physically qualified.⁵⁷

After St. John presented this report he urged its prompt approval.

It is necessary for those proposals to obtain approval in order that physical education may have a minimum chance to produce results that are almost universally recognized as essential to a sound educational policy. Results that are essential to the development conservation of human resources. No other single educational issue equals this in importance. Even though the great war is over, the call for health, strength and endurance is as real though it may not be so insistent. . . . There must be wholesome physical environment, the development of health habits and sound instruction in hygiene or knowledge of health.

University physical education is neither a substitute for, nor an adjunct of military training. It

⁵⁷Ibid., pp. 103-4.

is a program for producing men and women physically fit for whatever may be the responsibility of citizenship. This end is to be accomplished by physically educating boys and girls during the period of maturity and by encouraging in adults those activities essential to the continuation of health and bodily vigor.

As the greatest educational force in the state this University should get strongly back of the movement for compulsory physical training in public schools. We should at the same time put our program right by adopting a sound policy of required physical education and with this as a basis develop a good course of training of teachers in the field of physical education.⁵⁸

Earlier in this report, St. John referred to classifying students A, B, or C on the basis of a physical examination and proficiency test. This test was developed by Dr. Nichols and he explained the test and rationale this way:

PHYSICAL EFFICIENCY TESTS A STANDARD FOR MEASURING AND GRADING WORK IN PHYSICAL EDUCATION.

Introduction

In the educational field the value of definite standards for measuring and grading the work is being realized more and more and definite tests are being applied by the yard stick experts in all lines of human endeavor to measure the mental status of the individual and determine whether the present methods of education are securing the results they should.

The relation of the physical to the mental progress now is being realized, and tests are here being applied, which may make it possible to definitely demonstrate and accurately measure the correlation in these two fields, which we are sure exists.

Need for Standards

In physical education the need for some definite standards to measure, as accurately as possible, the

⁵⁸Ibid., p. 46.

physical ability and progress of the individual and to determine whether we are actually getting the results we profess and believe we should obtain, has long been felt.

Physical education is in many ways peculiarly adapted to this work as well as in particular need for accurate and definite means of grading and classifying individuals, according to their ability and needs.

There has been a general opinion rather prevalent in faculties, until recently, that physical education afforded primarily an outlet for the surplus energy of the students and a little wholesome recreation, but as for such courses having any real educational value or in any way being on equality with other courses in the curriculum, it was out of the question. It is only within the last few years and especially since the war, that physical education and health education have come to be considered a fundamental and integral part of the educational scheme and to be definitely provided for and given positive credit on the same basis as other courses in the curricula.

This great advance means that physical educators must measure up to this higher standard and meet their increased responsibilities with greater efficiency and produce real and demonstrable results. Physical education must keep abreast of the progressive movements in education and physical educators must be trained in pedagogy and educational psychology, as well as in their own special field.

During the first two or three weeks of the year, we examine every first year student entering the University. These physical examinations are completed before any physical education work is begun. Upon the basis of these examinations the men are classified into three groups, "A", "B", "C",. Class "A" includes those men who organically and functionally are in first-class condition. This grade is given only to those men who come up to our standards in every respect. Their posture must be good; head forward, round shoulders, curvature of the spine, flat feet, poor muscular development, under-weight or over-weight, less than a 10% chest expansion, deficient lung capacity or any organic defect of the heart, lungs or kidneys, drops a man from the "A" class. Slight defects in vision, hearing, nose, throat or teeth are not considered in the grade, provided his condition in other respects meets the standard.

The "B" group-, this includes mainly those who have postural defects, under-weight or over-weight, deficient chest expansion or lung capacity, for their age, height and weight.

Class "C" group is composed largely of men with defective hearts, kidney conditions and those who are crippled so that they are not able to take the regular work.⁵⁹

The women's situation, as far as the armory was concerned, had gone from bad to worse and was affecting the further development of their program. Miss Meyer appealed to St. John, whereupon he sent the following letter to President Thompson.

Dear President Thompson;

In order to relieve the crowded condition which exists in the locker rooms of the Department of Physical Education for Women I propose the following arrangement:

1. That the requirement in Physical Education for Women be reduced, for both Freshmen and Sophomores, from four hours per week to three hours per week.
2. That not more than two hours per week be given to work on the Gymnasium floor. The additional hour to be spent in outdoor recreational activities, in the afternoons hours.
3. That swimming classes be held in the afternoon.

These recommendations should be subject to such modification, by Miss Meyer, as may seem indicated when the enrollment for next fall is known.

I recommend that such screens be placed in the locker room windows as will obstruct the view without stopping the air circulation.⁶⁰

⁵⁹A Report by Dr. Nichols, 1920, The Ohio State University Archives.

⁶⁰Letter from L. W. St. John to President Thompson, July 1, 1919.

As a result of this letter, the following action taken by the Board of Trustees the week of August 7, 1919 was sent to St. John in a letter by President Thompson.

It was recommended that the following action taken by the University Faculty July 23rd be approved. The Faculty action was as follows:

"RESOLVED, 1. That the requirement in Physical Education for Women be reduced for both Freshmen and Sophomores from four hours to three hours a week.

2. That not more than two hours per week be given to work on the gymnasium floor, the additional hour to be spent in outdoor recreational activities in the afternoon hours.

In pursuance of this action I recommend that the resolution withdrawn at the last meeting be now adopted and the persons named in the budget be elected for the current year at the salaries named."

The resolution is as follows:

That the Board of Trustees notify all persons on the roll of work for Physical Education for Women and the Head of the Department that the obligation to continue the service of the personnel after June 30th, 1920 is assumed that this notice go with the formal notice of election for the ensuing year.

This action should be construed as giving the Department an opportunity to make a somewhat better showing during the coming year than it has done in the past. If it should fall in that, my judgment is that the Trustees would close the Department at the end of the year. Their sympathy seems to be with the general situation that Physical Education for Women is not such as to beget confidence in mothers away from the place.

I should add that Professor Bradford stated at the faculty meeting that the situation ought to be condemned on the ground of its unsanitary character. I shall make some examination of this, but up to date understand it to be due largely to the location of the swimming pool, namely, on the north

side of the building, away from sunlight and in a generally unsatisfactory location for such facilities.⁶¹

It would appear from this letter, that the program of physical education and the department was "under fire." Many of their difficulties were due in part, at least, to the overcrowding of the one existing indoor facility--the Armory. Since space was at a premium, the physical education department breathed a sigh of relief when the military left campus after the War. Their attitude was expressed by St. John in his annual report in 1920 when he said, "The elimination of unfavorable conditions produced by war generally, and by the military administration has made this year successful."⁶²

Earlier that spring, the University Faculty had requested a special committee be formed to study the program of physical education at Ohio State. (There were no physical education faculty members on this committee.) This was the report presented to the University Faculty.

Report of the Special Committee on Physical Education,
To the University Faculty.

Gentlemen:

Your Committee, appointed to consider a number of proposals relating to the program in Physical Education, begs leave to report. After an extended

⁶¹Letter from President Thompson to L. W. St. John, August 7, 1919.

⁶²Annual Report of the Board, 1920, p. 148.

study of the factors involved, and a thorough discussion of the same we are in agreement upon the following items:

1. While separate for administrative purposes, Physical education and Military Drill must be regarded by the Faculty as supplementary each to the other, and jointly for the physical well being of the student; and the time assigned to these two departments must be thought of by the Faculty as the time considered by it as adequate for physical well-being. The programs of the two departments must therefore be considered together.

2. In view of facts recited in the preceding paragraph the present independent assignment of students to schedules in the two departments, with no adequate consideration of the relation of the one schedule to the other ignores the student's welfare and should be corrected at once by the proper authorities. Each of the five hours at present assigned to the two departments jointly should be scheduled on different days.

3. The Committee recommends that positive credit for Physical Education be given provided similar positive credit be given for Military Drill and provided also that the total credits for graduation required in each curriculum be correspondingly increased. The effect of the adoption of this policy will be to increase the academic requirements of students excused either from Physical Education or from Military Drill. This applies to women as well as to men.

4. If the Saturday morning hours can be made a part of the regular schedule time for both of these departments and if a reasonable adjustment of individual schedules can be secured, the committee recommends the assigning of six clock hours exclusive of the President's lecture to freshmen, for the joint requirements for all freshmen men. This assumes that three clock hours of military drill and tactics for one semester shall count as one credit hour. Likewise three clock hours of gymnasium work and instruction in hygiene shall count as one credit hour. Since Military Drill is required in the course of Physical Education shall be determined by the Department of Physical Education. In case one hour of the three is definitely given to Hygiene, the committee does not insist on Saturday's being a regular schedule day if proper adjustments of schedules can be made on the five day basis.

5. The preceding recommendation is made with the proviso that the extension of one clock hour for freshmen men must in no wise further diminish the meager

facilities in physical education at present accorded to women. Furthermore, the committee is unwilling to recommend this extension if the assignment of students to the Saturday hours deprives self-supporting students of the opportunity for Saturday work, and so forces them from college.

6. Until such time as the resources of the University can be made adequate to meet the existing salary shortage, to relieve the overcrowded sections of work already authorized, and reasonably to provide for inevitable growth of work already undertaken, the committee cannot recommend any extension of work in Physical Education that will bring upon the budget demands for additional instructional force or that will compel the department to rely upon inferior instruction for its execution.

7. Since it does not seem to the committee practicable to extend the work at the present time beyond that indicated in paragraph 4, the committee does not recommend the requirement of physical education for sophomores. The committee does recommend, however, that a permanent committee be appointed to have under consideration the proposed program for both classes and that this proposed committee shall report recommendations to this Faculty as amplified equipment and budget become available.

8. In view of the limited time at present available for gymnasium work for women: of the fact that their physical examination necessarily takes place at a time when the personnel of the department of Physical Education is taxed to the utmost in the organization of the classes; of the doubtful advisability of such work's being conducted by any other than a professional physician; and finally, view of the fact that there are at present 1600 girls in the courses of the University, we strongly recommend the appointment of a woman physician to assist in the physical examination of women and to be in attendance at the University during the entire year as soon as the budget can so provide.

Professor McCracken moved that this report be adopted. The motion was seconded.

Professor Tuttle moved that the President be requested to furnish the Faculty with copies of the report, and that the matter be made a special order for the April meeting. The motion was seconded and carried.⁶³

⁶³Ibid., pp. 128-29.

When this report was printed in booklet form and distributed to all faculty members for their further consideration, the President also included a statement from the Department of Physical Education in which they reacted to each of the eight items presented by the committee.

The Department of Physical Education is not in agreement with much of the report of the Special Committee and makes the following observations on said report.

1. The major premise of the first paragraph is unsound. Physical Education and Military Science are not to be regarded as supplementary nor jointly for the physical well-being of the student. If the Military Department were to assume the responsibility for the physical work done in some places where there is no established Department of Physical Education--they would ask for not less than two clock hours per week, in addition to the time now allotted to Military Science, and an additional staff of trained instructors to carry on such work. The Department of Military Science is maintained fundamentally for the teaching of technical military knowledge. Through the months of December, January, February, and March the work is theoretical. The work of the Artillery unit is almost entirely technical and still further negates the Committee's statement. This is not merely an opinion of the Department of Physical Education but is the opinion held and expressed by the Department of Military Science.
2. This paragraph, based on the false premise of paragraph one, is largely in error. The student's welfare is not ignored and physical education schedules are quite well distributed to the best advantage of the student. Any student, who is so weak physically that in the spring when the military work has some measure of physical content he can not take the military work on the same day during which he has a physical education period (30 minutes exercise), is subnormal. There are few men held for military.
3. The Department of Physical Education is not opposed to the giving of positive credit for military. In the administration of this, attention

is called to these considerations; a. A considerable number of men, not officer material, are excused from military work. The Government does not wish to waste time and money on such men. These men will be required to take four additional hours of work for a degree. The Department of Physical Education is not in accord with this administration as affecting the women.

4. The Committee proposes that Hygiene be given as a part of the course in Physical Activities. We ask that it be given a separate place in the curriculum. An appreciation of the fundamentals of Hygiene is one of the basic things in education and a prerequisite to all efficient life and work.
5. We are in accord with paragraph five.
6. We are in general agreement with paragraph six. There has been no increase in staff due to the greatly increased enrollment, although we are affected like other departments handling freshmen.
7. Agreed. If a permanent committee were to be appointed the Physical Education Department believes that it should be represented.
8. The majority of students are registered in classes on registration days. The time of the staff is then given to physical examinations and after they are finished the class work is started.

The addition of a physician to the staff for women has been requested for the past five years and such request is in the budget for next year.⁶⁴

Department of Physical Education,
L. W. St. John.

At the next Board meeting, Professor McCracken, Chairman of the Special Committee, moved the report be considered "ad seriatim" and item three (concerning the women) be considered. The motion carried and after discussion, item three was adopted.⁶⁵

⁶⁴Report of the Special Committee on Physical Education, Columbus: March 13, 1920, pp. 6-8.

⁶⁵Annual Report of the Board, 1920, p. 138.

Making hygiene a separate course rather than have it as a general part of physical education was a major step in the development of health and physical education on campus. As a result of the preceding report it was apparent that it was impossible, at that time, to consider Physical Education without considering Military Science and Tactics. According to St. John, Military Science and Tactics "road along on the tail, so to speak, of Physical Education." That is how Military Science and Tactics got into the positive credit class. Previous to that time, Military Science and Physical Education were requirements for graduation, but carried no positive credit towards graduation. In other words, if a student were excused from either course, it was simply wiped off the books and it was not necessary to compensate for this.⁶⁶

There were two significant things in the special report. St. John explained it this way:

In the first place, we set Hygiene out by itself and, going into effect for the first time in the Autumn of 1920, was the requirement of a Hygiene lecture course, carrying one hour of positive credit for both men and women. Beginning with the Autumn quarter of 1920, Hygiene became a separate subject of its own. While it was in the Department of Physical Education, it was not a part of the physical education requirement as such. It became a lecture course for both men and women, carrying one hour credit. Physical Education continued to carry one hours credit, but the Hygiene lecture course was no

⁶⁶Report written by L. W. St. John, July 12, 1938, The Ohio State University Archives.

longer a part of the Physical Education course. Beginning in 1920, Physical Education was required two hours for men; the same was true for the women.

At the same time, beginning in September 1920, these credits became actual positive credits required for graduation. That meant there were about eight hours added to the graduation requirements beginning in 1920. The net result was if a boy took Hygiene and Physical Education and Military Science, the same as he had been required to do before, that meant no added work for him. But here was one of the catches --the boy or girl who was excused from Military had to present for graduation an additional number of credits for their not taking Military or Physical Education. Those additional credits might have been anything--English, Chemistry, etc. The net result was that practically everybody quit asking for excuses from Physical Education. The girl with the bad heart was given something that would not require strenuous exercise, such as archery, for instance.

These actions taken by the University faculty in April 1920, going into effect in the Autumn of 1920, were rather significant in that they first set Hygiene out as a separate course on its own right and, second, that Physical Education and Hygiene, carrying Military Science and Tactics along with them, took on positive credit.⁶⁷

The women's athletic association was particularly active during the academic year in promoting physical education for women. In the spring they established another first in the history of the University when they held a very successful track and field meet for women.⁶⁸ According to the Makio, intercollegiate teams were formed for the first time and "it is the hope of those anxious to see women's athletics grow that greater competition and intense interest

⁶⁷Ibid., p. 2.

⁶⁸Ibid., Annual Report of Trustees, p. 139.

will be developed."⁶⁹ One of the unusual phases of gym work this year was the movement for natural dancing under the direction of Miss Scofield.⁷⁰

The women's department received exciting news the same year when the Board of Trustees appropriated \$240,000 for a women's building.⁷¹ However, their hopes of seeing construction begin immediately were soon abandoned. During the war the construction of new buildings had to be approved by the Government so the University declined to attempt any building at all until after the War and now, even though the war had ended, its effects were still being felt throughout the economy. The cost-plus system was the only safe method for contractors. Repeated efforts by the University failed to secure bids for desired building. On April 6, 1920, the Trustees adopted the following resolution:

Resolved: That in view of the prevailing cost of materials and the constantly advancing prices; and in view of the resulting excessive costs of construction and impossibility of any contracts for buildings, the Trustees of the Ohio State University declare their belief that the proper protection of the interests of the State require that money now appropriated and available for construction be not expended and that all building plans be abandoned until industrial conditions warrant the use of public money for the construction of buildings.⁷²

⁶⁹The Makio, 1920, p. 517 (Published Annually by the Junior Class of the Ohio State University).

⁷⁰Ibid., p. 517.

⁷¹Annual Report of the Board, 1920, p. 10.

⁷²Ibid., p. 10.

Once again, in spite of the critical need for a women's building, the hope of it becoming a reality was to be frustrated.

Another event of significance that year was the establishing of a "minor" in physical education. The official wording in the Faculty Records is:

Students in the College of Education may take a course in physical education as a minor--12 semester hours in addition to the required courses. On approval of the Head of the Department of Physical Education and the Dean of the College.⁷³

According to the department's annual report, there were 3967 men enrolled in 1920-21 as compared with 1961 girls. The men's program consisted of Swedish free hand exercises, light and heavy apparatus, antagonistic and mass games, hygiene lectures, and electives for those who qualified through the proficiency test.⁷⁴

A limited number of "teachers courses" in physical education were offered in the College of Education with satisfactory results. St. John reported too that "the demand for trained teachers greatly exceeds the supply, therefore this department should offer a well rounded major in physical education."⁷⁵

Interest in training personnel in public health administration was expressed by the Ohio Public Health

⁷³Annual Report of the Board, 1921, p. 347.

⁷⁴Ibid., p. 165.

⁷⁵Ibid., p. 165.

Association at this time. Some preliminary work was done in the spring of the year to determine the feasibility of coordinating courses in health education, physical education and public health administration and to consider possible additional courses to meet new requirements.⁷⁶ Records do not indicate any immediate outcomes of this particular concern.

At the end of the year, Florence Meyer resigned as Director of Women's Physical Education.⁷⁷ Miss Ethel Scofield, who had been on the staff for one year, was promoted to the head of the women's division. At the beginning of the 1921-22 school year the women's staff consisted of three people while the men's staff was composed of seven full time people, one part time instructor and three student assistants.⁷⁸

Summary

As World War I began, the emphasis in physical education at Ohio State changed to a philosophy of "health and efficiency" rather than that of mass calisthenics.

⁷⁶A Report, "Opportunities before the Ohio State University for Training Personnel in Public Health Administration, Education and Physical Education" (N.A., N.D.).

⁷⁷Letter from Miss Meyer to L. W. St. John, July 8, 1920.

⁷⁸University Directory, Columbus: The Ohio State University, 1920.

In 1915 physical education and athletics were re-organized under one administrative head when L. W. St. John was named Head of the Department. This particular form of organization was to last until July 1968.

Two years later, the elective program in physical education was initiated and met with great success. At the same time authorization was granted for the eventual construction of a women's physical education building.

In 1919 the character of physical education changed again when the emphasis was directed to games rather than individual work and exercise.

An important development occurred in 1920 when credit was established for hygiene and physical education, and one year later a minor in physical education became a reality. The two factors were great achievements for the Department at that time.

CHAPTER III

A YEAR OF CRISES 1922

After years of hope and frustration, authorization was finally given for the construction of a woman's building in 1921.¹ This was truly a momentous time for the women since the conditions in the Armory had been unsatisfactory for so many years. Now the women were to have their own building and with it an opportunity to develop and expand their programs under much more pleasant surroundings.

Ironically, it was the construction of this new building that brought on the first real crises in the history of the physical education department at Ohio State--an event, that if approved, would have affected the history of the department for the next 66 years.

The first important question to arise in conjunction with the women's building concerned the true purpose of the building. Some felt that it should be strictly a social building or Woman's Union, while others believed it should include facilities for physical education.² This question was brought to a head, not by the women's physical education

¹Annual Report of the Board, 1921, p. 83.

²Report by Mr. L. W. St. John, 1922, The Ohio State University Archives.

department, but by an organization on campus called the Women's Council. This presentation by Mr. St. John explains the situation clearly and as a result, it helped decide once and for all, what the true purpose of the building would be. The women would have a gymnasium of their own.-

Need-Physical Education

No survey of facilities in Physical Education here could leave any one who accords Physical Education any place in the scheme of general education in any doubt as to the pressing need for relief. The proposed facilities for women will relieve greatly the entire Department by giving the present Gym to the men for the whole day instead of half.

Securing Appropriation

There are those who are urging in the present connection that the appropriation made was for a Social building or a Woman's Union and that it was secured by the women for this purpose. I make the observation that it is very difficult, if not impossible, to properly evaluate the various arguments used and their effect on the legislative mind in securing the passage of this act of March 20, 1917.

I do know that all members of the Physical Education Department did everything possible to secure the appropriation and it is my judgement that, when the finance committee was taken into the present Gym - saw the conditions under which the work for women was carried on and later cast up the arguments for and against such an appropriation, Physical Education needs and not a social center was what secured the passage of the act. Those who are behind this movement for the erection of a Social Building admit this when they say they will never be able to secure from the legislature an appropriation for a Union and that we are sure to be able soon to secure a Woman's gymnasium. I feel morally certain that the use of this money for the erection of a social center without gymnasium features would be considered by the Legislature as a misuse of funds in the face of the existing conditions for the carrying on of Physical Education work. Physical Education is now a required subject carrying positive credit for first year men- approximately 2000 - and for the first and second year women - approximately 1000 students. It would seem that the necessity

exists as a practical problem to take the best care possible of this work. It is a condition and not a theory that confronts us.

Present plans

The Department of Physical Education as a whole is supporting without qualification the action already taken by the Trustees and approving the plans of the Architect - Mr. Bradford. I wish to point out that an office for the Dean of Women - an office for her Secretary - and a reception or waiting room are available and recommend that they be so used. There will still be available satisfactory office quarters for the Women's Physical Education Staff without change in the plans as submitted.

The architecture has not been changed from the original plans - is suitable to the location and to the essential use of the building as a Union.

Mr. Bradford made a surprising statement to me yesterday to the effect that no representative of the group of women opposing the final adoption of these plans has seen the plans - much less given them any study.

I predict that here will be one of the most used buildings on the Campus as both a physical education building and a social headquarters. It will not be adequate to be sure but nothing that the University has is adequate. Relatively it will be so much more adequate than we now have that there is no comparison to be made.

The Dean

The Dean of Women stated to me a few days ago that unquestionably the greatest need of the University for the Women is that of a Women's Gymnasium; She also stated, however, that she felt the failure to get a Union would be more serious than the failure to get Gym facilities and that the Physical Education interests would soon be able to get a Gymnasium. She also admitted that the Physical Education plan would in a measure supply the needs for social facilities whereas the Union plan would do nothing for Physical Education.

Future

For the future as for the past I believe that the need for increased Physical Education facilities will make a much stronger appeal to this Board and to the Legislature than any plea for a Women's Union. The Physical Education interests will need to bear the burden of securing additional facilities. They will accept this burden feeling that this Board will give their approval and support.

SUMMARY

1. (Bill) Appropriation secured contemplated definitely and specifically Physical Education facilities, Could not have been secured under any other plan.
2. Required work Freshman and Sophomore now carries positive credit. Many upper class girls seek Physical Education work. Must have increased facilities to continue the work.
3. Architects plans not only provide for Physical Education but offers many facilities as a social center - will be the social center for the women. Substantially admitted by Dean of Women. Bradford's statement.
4. Great majority of students desire increased Physical Education facilities (283-34)
5. Dean of Women's statement as to paramount need of Physical Education facilities.³

No sooner had this problem been settled when another, of much greater magnitude, came to the attention of President Thompson. This one was not so easily solved.

On May 26, 1919, the President received the following letter from several women members of the University Faculty. This letter, in turn, set off the next chain of events.

In view of the fact that a new Dean of Women will take charge of affairs at the Ohio State University next year and because the Dean of Women should have charge of all activities of the women students on the campus and in order to assist her in gaining this full supervision the following recommendations are suggested for the President's consideration:-

³Ibid.

- 1- That the Department of Physical Education for Women be closed for the year 1919-1920.
- a. This seems to be the logical time for the separation of the Physical Education of the University into two departments. The year intervening between the present time and the completion of the new Woman's Building will allow for the selection, with the concurrence of the Dean, of a suitable head of this department who will co-operate with the Dean of Women and organize the work and select her assistants. The new Woman's Building provides ample space for gymnasium work and offices for the Women's Department.
- b. Quarters for Physical Education as now assigned are inadequate for both men and women. By abandoning all work for women for the year 1919-1920 present quarters would be available at all times for Physical Education for Men.
- c. The complete separation of the sexes for this work is especially desirable.⁴

Miss Meyer, Director of Women's Physical Education wrote to the President shortly thereafter asking for his reaction to these recommendations. The President responded this way:

My dear Miss Meyer:

. . . Today I had an interview with Mr. St. John on the general contents of the communication, from you and the one from certain women of the faculty, and on the department in general. Two or three issues are presented:

1. To divide the department when the new Women's Building is ready for occupancy. On this Mr. St. John and I agree that it is desirable although not necessary and would imply close coordination and cooperation in order to carry the courses for teachers in which both men and women would be interested.

⁴Letter from Effie Converse, Mary Henderson and Annie Siebert to President Thompson, May 22, 1919.

2. The temporary abandonment of physical education for women until the Women's Building is complete. This plea is supported by the fact that conditions are so crowded as to make the situation not at all desirable. It is said that this condition does not encourage the nature modesty that should characterize young women and probably embarrasses quite a number of them. It is further agreed that the half day and the schedule generally requires so much haste that the results are somewhat doubtful. And further, that the exposure is such as to make it very easy for improper observation on the part of young men while the public exposure of young men is not all that could be desired. In general the women thought the situation far from desirable. They were inclined to the belief that the supervision at present was not satisfactory and that special standards were not maintained as well as they might be. The opinion seemed to prevail that the net results in the department for the past year were not sufficient to warrant any special effort to continue and that the loss in abandoning would be relatively small.⁵

The rest of the letter indicates that there was concern over the leadership of women's physical education but that the confusion of the military on campus and the crowded conditions in the armory might have caused some of the criticism that was being directed at women's physical education. (It was at the end of this year (1921) that Miss Meyer resigned. Miss Scofield had been appointed in her place.)⁶

The alumni added impetus to the move for separation in their annual meeting in 1921 when they expressed an opinion that such a separation should be made. This action

⁵Letter from President Thompson, to Miss Meyer, May 28, 1919.

⁶Faculty Directory, 1921.

set off a chain of statements, counter-statements, arguments for and against, not only by individuals on campus, but from alumni, members of the Board of Trustees and individuals from other colleges and universities. While the source of many of these documents are identifiable, others are not; however, they all shed a great deal of light as to the feelings of people at the turn of the century as regards physical education, its administration and organization. It is clear also, how women saw their role on campus in relation to having a "man" in charge of their department.

This letter from Miss Blanch Trilling of Wisconsin State University illustrates the attitude of many of the women regarding separate departments. Evidently President Thompson had written earlier, requesting an opinion from her on this matter.

My dear President:

In accordance with your request I am herewith submitting a brief summary of my reasons for believing that physical education for women can realize its fullest possibilities only when administered independently of the men.

1. The purpose of physical education for women is to fit them for life at present and in the future--a life quite different from their past life in its intensity, variety, and nervous pull. In colleges and universities, whether co-educational or segregated, the physical education in the past has all too largely followed along the lines of men's work. This condition must continue so long as the administration is in the hands of those primarily fitted to deal with the physical development of men.

2. In this department the system of co-education must break down and the two sexes be absolutely divorced. We have here an anatomical and

physiological difference which must be reckoned with in planning all activities. As a result, a proper administration demands, not only a separate corps of instructors, and a separate plant and equipment, but it is generally recognized that the most important problems which arise are of such an intimate nature that they can be handled only by a woman.

3. While in many instances the woman in charge is permitted a great deal of freedom, her authority is limited. She is directly under the supervision of the director of the men's work. This lack of independence prevents the type of constructive work which would be possible if she had the authority to develop the department herself.

4. Unless the man in administrative charge is one who has given particular study to the women's needs, and has had exceptional experience in dealing with them, he is incapable of rendering valuable assistance. On the other hand, he may interfere materially with the best development of the department because of his inability to recognize the needs of the department.

Athletics have reached a stage where the regime of the men is no longer accepted as a standard for the women. The woman in charge must be unrestricted if she is to evolve for the women students a group of activities best suited to their needs, not beyond their strength or skill, and calculated to satisfy their emotional and physical nature.

5. If a man is in charge of both departments, he inevitably devotes more of his time and energy to the work of the men students than of the women students. His very training and personal experience give him a keener appreciation and more sympathetic insight into their problems. He is more accessible to the men and the instructors of the men's division. Because of this accessibility he is kept more closely in touch with their needs. Consequently the men's division is given his primary attention; the women's become secondary, and quite frequently the man is so pressed by other demands that many important matters for the women are lost by default.

6. There is a lack of economy in administration. Many important matters are delayed to the detriment of the women's work when they must be transacted through a man in charge of both departments. If the woman handled her own department, she could move more promptly in attending to its needs.

7. It may be urged that there is no material disadvantage to the men in a conjunction of the departments. The vital question rather from the men's

standpoint should be whether their work is materially bettered by the conjunction. Experience has shown that no such advantage inheres for the men in a unified administration, whereby a positive disadvantage inheres for the women.

The above is the consensus of opinion of some of the most representative women in the field. This is evidenced by the fact that at a meeting of the Physical Education Association in Chicago last spring, a group of women in charge of the work in leading colleges and universities considered plans for acquainting the executives in institutions where the departments are merged, with the disadvantages of having the women's work supervised by a man. It is expected that some definite action will be taken on this matter at the next meeting in the spring.

You may be interested to know that the following universities have successful departments for women which are operated on an independent basis: California, Iowa, Illinois, Texas, Stanford, Minnesota. A number of others are feeling the necessity for the change.⁷

According to the following statement, it would appear that the Athletic Board favored separation.

A QUESTION ON THE ADVISABILITY OF CHANGING THE ADMINISTRATIVE POLICY OF THE DEPARTMENT OF PHYSICAL EDUCATION AND THE DEPT. OF ATHLETICS

The proposition is made by the Athletic Board to separate the men from the women in the Department of Physical Education, creating a separate department of Physical Education for Women, also a new department of Physical Education, supposedly under one head, which shall include Phys. Ed. and Athletics for men. One of the arguments presented for combining Athletics with Physical Ed. and not keeping two separate departments, as they now are is that they are "allied subjects," and should be under one department, when in reality the functions and aims of the two departments are entirely different, are not parallel, and have nothing in common.

The function of the Dept. of Phys. Ed. is Hygienic and Educational, to promote health and efficiency; to

⁷Letter from Blanch Trilling, Wisconsin State University to President Thompson (N.D.), 1922.

stimulate in the whole student body, if possible, a desire to participate habitually, in sane and healthful exercise and recreation. All our teachers are trained especially along these lines. The function of the department of Athletics is to promote, organize and foster competitive athletics, and create a general institutional interest in the cultivation of a manly athletic spirit. In doing this, they must necessarily employ the highest type of specialists as trainers and coaches for athletic competitions, and concentrate interest, money, appliances opportunities, and instruction upon the few physically fit men who can stand this strenuous work. Yet we are requested to combine these two departments of diverse aims and teachings, and separate the legitimate work for men and women in Physical Education.

I hardly think any argument is possible for creating a separate dept. for women, at least as long as both sexes are compelled to use the same building. For the past five years this phase of the work, under the present administrative policy has prospered, and been as effective as possible under the crowded conditions; the aim and purpose are identical, and if we are to establish a teachers' course in Physical Education, it will necessarily be co-educational, both theoretical and practical subjects having to be conducted together, as a rule.

What good reason can there be for creating two distinct departments for the training and teaching of one subject? This policy is distinctly against higher education, to my mind, and not attempted in any other department of the University.⁸

The acting Dean of Women had this to say in response to President Thompson's request for an opinion.

My Dear Dr. Thompson:

You remember that some time ago you asked me for my opinion as to the wisdom of dividing the Department of Physical Education. I had hoped to have an interview with you some time ago but was unable to and, since the Trustees meet today and may wish to discuss this question, I think you might be interested in having my opinion in this matter.

⁸Report by L. W. St. John (N.M.), 1922.

My first answer to you, you remember, was that I felt that division would be desirable. I still hold to that opinion for the following reasons:

In the first place, women and men are physiologically different and, therefore, the work for women must be different from that of the work for men, if it is to train women most wisely. A women director of the right sort of training who has studied the subject of physical education for women would, because she is a woman, have a keener insight and wiser judgment in the training of women than would a man who has been trained to train men physically and has a man's point of view.

In the second place, a woman director would be more accessible to the women in her department than would the director of both men's and women's physical education who is of necessity a man. There are many questions which the women instructors would wish to discuss and do wish to discuss with the director which they hesitate to bring to a man.

In the third place, on the Ohio State University campus the work for men and for women is separated as far as the location of the gymnasium is concerned. It seems to me unnecessary complication to have the two departments together administratively when the work is carried on separately.

In the last place, a woman director of the proper training and vision, were she in entire control, would be better able to develop a woman's department according to the methods accepted as best at the present time. The physical education work for women is, it seems to me, as essentially different from that of men as the work in the Home Economics Department is distinctively a department for women and could best be directed by a woman with full authority to develop her own department.⁹

Elizabeth Conrad, the Dean of Women who had been visiting China reacted to the question of separation this way in a letter to President Thompson.

I think you will agree with me that the Women's Physical Education work has been inadequate and the attitude of an unnecessarily large percent of girls towards their required work has been either hostile

⁹Letter from Mary Louis Brown to President Thompson, May 26, 1922.

or indifferent. The number of failures accruing each year and the direct criticisms coming into my office when I have attempted to force attendance testify to this sentiment very sharply. The answer from the Director is that of opposition from outside forces to his attempts at improvements. This is also the answer given to explain the discrepancy in the per capita expenditure for the Physical Education of men and women. (Records seem to indicate \$4.47 per man; \$2.17 per woman.)

With the constantly increasing demands upon both Departments there must eventually be a division, for each Department is extensive enough to demand the time and attention of a manager of its own. Such a division may increase the budget required for administration and equipment, but I do not consider it a wasteful duplication. We must recognize that in spite of certain similarity of aim in Physical Education for both men and women the two fields of investigation and work are not the same. The needs, and therefore the training, must be so differently adapted for men and women that an effort to fashion both Departments on one pattern cannot in my estimation give the best results.

I should be exceedingly sorry to see the decision made to grant next year as a "trial year," in as much as a decision to divide the Departments hereafter would seem to carry with it a distinct reflection of failure on the persons in charge. I can see that there will undoubtedly be great improvement in the Physical Education work offered women in the next year because of their improved surroundings and the increase of their staff of teachers from three to five in conformity with elaborate plans for more complete Physical Education courses. I know that efforts are now being made to secure the best of instructors. This is, however, not the point at issue at the present moment. The question as I understand it is one of the most desirable permanent organization. When the Women's Physical Education Department begins to build for the future rather than to exist year by year, it must be recognized as a unit in itself. It will mean more to the women students and will have their more energetic backing.

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I regret exceedingly to find in the recommendation of the Director of the Physical Education Department an implication that the Dean of Women desires control of the Women's Physical Education Department. A Dean of Women is maintained by a

university as an expert on the needs of women students and is advisory only in her relation to any department in which there are women.

My reason for advising two Physical Education Departments is fundamentally based on the fact that I regard the Men's Department of Physical Education and Athletics at Ohio State University as too large to permit one person to have time for any other duties, and, that the country at large seems to have found divided Departments the most desirable organization. This spring the Conference of the Western Society of College Directors of Physical Education for Women went on record as "considering highly desirable such separate organization and administration." It therefore seems that the wise and forward looking policy, at this time when the women are entering a building which is their own, is a policy of independence in order that the Department may be constructive in its growth from now on. There must, however, be the same spirit of co-operation and interest between the Men's and Women's Departments which exists between any two closely related departments in the University. I see no reason why this feeling cannot exist granted the right kind of leadership.¹⁰

While the issue was still being debated, the Board of Trustees decided on the name of the new building for women. It would be called "Pomerene Hall" in recognition of the late Honorable Frank E. Pomerene, an alumnus and Trustee of the University.¹¹

After all the facts had been gathered, opinions considered and feelings made known, the matter came to a vote on July 11, 1922. At this time the Board of Trustees voted in favor of dividing physical education into two departments, "Effective at once."¹²

¹⁰Letter from Elizabeth Conrad to President Thompson, July 6, 1922.

¹¹Annual Report of the Board, 1922, p. 21.

¹²Annual Report of the Board, 1923, p. 6.

The next day, Mr. St. John submitted his resignation from The Ohio State University.

To The President and
Board of Trustees,
Ohio State University.

Gentlemen:-

Whereas you have seen fit to effect a division in the Department of Physical Education contrary to the principles obtaining in the University Departmental Organization generally, and;

Whereas such action is contrary to my recommendation, without any hearing and without adequate presentation to the Board of the considerations involved, and;

Whereas this action is prompted by a group of women not only not connected with the Department but not even members of the University Faculty, and;

Whereas such action is not and can not be supported by sound arguments based on economical, efficient and harmonious administration of Physical Education at The Ohio State University, and;

Whereas the only possible construction to be placed on such action is a repudiation of my administration of the Department; I, therefore, tender to you my resignation from the Ohio State University Faculty to take effect immediately.

Respectfully submitted,

L. W. St. John.¹³

Mr. St. John was a man of integrity, high principles and an unswerving desire to base his actions and judgment on what he felt was good for the University. Through his leadership, progress had been made in Physical Education and Athletics in both the program and facilities (Pomerene Hall and the completion of the Stadium in 1922). The result of the "power struggle" involving the separation of men and

¹³Letter from L. W. St. John to the President and Board, July 12, 1922.

women's physical education was that the Trustees had backed the women's alumni association, a group of people, in St. John's words, who were not even involved in the life of the campus. St. John's resignation could be interpreted as a "power play" in which he used his popularity and prestige as a last resort to cause the Board to reconsider their action and to force them to make a choice between himself and the alumni association.

The assumption could also be made that he was so strongly opposed, in principle, to the action the Board took that he felt this would be harmful to the future development of physical education at Ohio State, and being a man of principle he could no longer associate himself with a program in which he did not believe.

Whatever the reason, his resignation was not acted upon and three days after the Board had voted to separate the departments, President Thompson wrote a letter to the Board asking them to reconsider their action and to table the matter for a year.

Board of Trustees,
Ohio State University.

Gentlemen:

Doubtless you are aware of the commotion that has arisen since the action separating the Department of Physical Education into a division for men and one for women. Without going into the merits of the case, permit me to suggest that it will be necessary to reconsider the action. I suggest, therefore, that we prepare our minds for adopting the suggestion made by the President, namely, that this matter

lie on the table for one year, in order to give opportunity to test out the policy of Professor St. John.

It will occur to your minds in a moment that Professor St. John has argued his case on the ground that the educational unity as a department involved the efficiency of his educational program. Unfortunately, the popular sentiment is making the issue rather on the ground of losing St. John as a great athletic factor. My opinion is that Mr. St. John does not concur in that point of view, but the popular sentiment expresses itself through athletics. As a matter of fact, I am of the opinion that not ten men in the faculty understand the educational policy, and I doubt whether there are five men in the city of Columbus that have any conception of that issue. My own opinion, further, is that Professor St. John has stressed the administrative unity more than the educational policy. This may be an error in judgment on my part and it is possible that he would say that he has emphasized the educational program more than the administrative policy. I am not profoundly convinced myself that the educational program is vitally involved. Nevertheless, I was so far persuaded of that point of view that I suggested to the Trustees the wisdom of the policy of waiting a year until we should see something more than we now have in mind. That suggestion was not acted upon, for the reason, I suppose, that the psychology of the situation in the minds of the Trustees was to give the women what they desired at the "moving season." These women have anticipated the division when they secured their new building and the action suggested will, of course, be a disappointment to them. It will doubtless alienate the women from St. John more than they are at present. A year, however, will give a chance to develop that alienation or to heal the breach. It will give an opportunity for some further discussion.

Inasmuch as the discussion has emphasized the educational program, I feel disposed, at the present, to recommend that hereafter the Department of Physical Education be administered through the College of Education.

I have suggested to the Alumni committee that the most gracious way of attempting any change in the situation would be a respectful petition to reconsider the action. I am not sure but that the Trustees might better do it of their own motion and that it be done at a special meeting, before the August meeting. This will give Mr. St. John an opportunity to appear before the Board, although he might be will-

ing to go to Sandusky at the August meeting. A further consideration is that the selection of the personnel, especially on the women's side, must be decided upon, or we shall lose the opportunity of securing the persons we have in mind.¹⁴

On July 18, Mr. St. John sent another letter to President Thompson, presumably upon request, in which he reiterated the main points that had been debated these many months. At the same time, in order to bring about a fuller understanding of all the matters involved, he also offered a brief summary of the Department and its concerns. As might be expected, the newspapers picked up the story of St. John's resignation and this too added "fuel to the fire." This is the point St. John refers to in the last paragraph of this particular letter.

My dear President;

The Department is concerned with the following:

- I Required Hygiene and Physical Education - Men and Women - of Freshman and Sophomore classes.
 - II Promotion of Intramural programs - Men and Women - voluntary - especially planned to offer opportunity for healthful recreation for those students no longer cared for by the required work.
 - III Intercollegiate athletics for men.
 - IV Training of teachers - men and women - to handle Physical Education programs in the secondary schools of the State of Ohio.
-
3. The Department is best known by virtue of its intercollegiate sports - I may say unfortunately - because the great importance and value of the other activities are lost sight of by the

¹⁴Letter from President Thompson to the Board, July 14, 1922.

uninitiated because of their interest in the spectacles of the attractive games.

These matters are not generally known:

- a. Intercollegiate funds support required work by furnishing a better grade staff to share in the conduct of the Freshman work. Dr. Wilce, Dr. Castleman, Mr. Trautman, and the others assisting in Hygiene lectures and actual class instruction supplement Dr. Nichols and his immediate staff.
- b. Intercollegiate funds have assisted for three years in supplying a better grade clerk for Dr. Nichols by paying part of Mr. Billingsley's salary. (Department Secretary)
- c. Intercollegiate funds have supported the required work for women wherever opportunity has offered. At an expense of about \$500.00, an instructor and a group of a dozen Wisconsin girls were brought here to give a demonstration before our Women's classes for the sole purpose of stimulating our own class work. A competitive feature - if you please - by comparison of type and quality of work done.
- d. Athletic funds have assisted the women in many other ways: expense of delegates to student conferences and expense of cups, medals and prizes for tennis and other tournaments.
- e. Intercollegiate funds have financed our entire Intramural program since its beginning. The expense for the past year has been about \$5,000.00.
- f. Athletic sports have made possible the Stadium and the great new recreation field in prospect. Were it not that these immense seat banks are to cover real facilities for lockers, showers, and recreation to accommodate the large body of students, the Stadium would fail to full justification.

We do not believe in highly competitive sports for women. We do believe in making intercollegiate sports contribute to the general good of the entire student body.

These instances cited above are given to enforce the point that even intercollegiate athletics have been constantly used to serve

the best interests of a sound Department of Physical Education, directed toward one end and the best interests of the student body and the University.

4. The final phase of the Department activity - the training of teachers - to conduct Physical Education programs in the secondary schools of the State is the chief reason why we cannot afford to divide the work for men and women.¹⁵

On July 19, three things happened. First, the Ohio State University association, official organization of the alumni notified President Thompson that they were requesting the Board of Trustees to reconsider its action regarding the division of the department of physical education.¹⁶ Second, Dr. McPherson, Dean of the Graduate School and Dr. Henderson, Dean of the College of Arts, Philosophy and Science, wrote to the Board imploring them not to reconsider their action. In their letter they also criticized St. John's action of issuing, what in their opinion, was an ultimatum to the Board.¹⁷ The letter is very interesting and expresses yet another viewpoint.

July 19, 1922.

TO THE MEMBERS OF THE BOARD OF TRUSTEES,
OF THE OHIO STATE UNIVERSITY.

Gentlemen:

We have just learned to our very great surprise that a special meeting of the Board of Trustees of

¹⁵Letter from L. W. St. John to President Thompson, July 18, 1922.

¹⁶Letter from J. L. Morrill, Alumni Secretary, to the President, July 19, 1922.

¹⁷Letter from Dr. McPherson and Dr. Henderson, to the Board of Trustees, July 19, 1922.

the University has been called for today for the purpose of reconsidering the action taken at its last meeting in reference to the division of the Department of Physical Education. Inasmuch as the issues that have grown out of the action of the Board of Trustees have become of such fundamental and farreaching importance, affecting so vitally the morale and the future educational policy of this University, and indirectly of other universities; and inasmuch as no member of the University Faculty other than the members of the Athletic Board, so far as we know, has had an opportunity to express himself in regard to the questions at issue, we are taking the liberty of sending you a brief statement bearing upon the issue. As Deans of two Colleges in which are registered nearly four thousand students, we feel that we would be derelict in our duties if we fail to express our convictions on the question at issue. While we know that there is a widespread feeling on the campus sympathetic with the views we shall express, nevertheless, we are sending this communication solely as a statement of our own views. We have asked no one to join us in this expression of opinion and insofar as we know, no other member of the University Faculty is aware that this letter has been written.

In submitting this brief statement it is not our purpose to enter in any way into a discussion as to whether or not it is wise to divide the Department of Physical Education; for we are certain that this question has become entirely secondary to the question as to what the effect will be on the morale of the University if the Board of Trustees, having taken what is believed to be a wise action, reverses itself because of an ultimatum delivered by the Director of Athletics.

For, camouflage the questions at issue as one may, you gentlemen know, down in the bottom of your hearts, just as everyone else knows that the real question involved is not one of the division of the Department of Physical Education but simply and solely one of the dominance of athletics in the University. Who else in the University other than the Director of Athletics would even think of issuing such an ultimatum to the Board of Trustees? Who else could bring pressure to bear that the Board of Trustees should be hurriedly called back to Columbus to reconsider its action? Why is the public so concerned and why so much newspaper notoriety? Is it because of a universal interest in the welfare of the Department of Physical Education? You gentlemen know as well as anyone that such a view is an absurdity.

If the Board of Trustees finds itself unable to resist the pressure brought to bear upon it in the interests of athletics, what may be expected of the individual professor when he is subjected to pressure from the same source. We believe that if the Board of Trustees should yield to this pressure, such action will inevitably be interpreted by many as an intimation to the academic staff that hereafter the cause of athletics is to be regarded as dominant in University affairs.

We have stated above that the question involved is one which concerns the whole University. In fact, it has passed quite beyond the situation of this University. We ourselves have read accounts of the situation in both Boston and New York papers, and we understand from others that the account has been published in prominent papers in various sections of the United States. This is but natural, for as you gentlemen well know, there is a widespread conviction that college athletics are dominating colleges and universities too extensively, and important meetings have been held in recent months by college authorities in the hope of solving the vexatious problems involved. This situation here is, therefore, being watched with the keenest interest, and we leave it to your own judgment to decide how the submission on the part of the Board of Trustees to the ultimatum of the Director of Athletics will be interpreted in educational circles throughout the country.

We are submitting the above statement not in the spirit of hostility to college athletics. We believe in them if subordinated to college ideals. We contributed to the building of the stadium and have always gladly co-operated in any effort to encourage a wise system of athletics. It is hardly necessary to say that there is nothing personal in our statements. We have confidence in our present Director of Athletics. We share what we believe to be the quite universal opinion, viz., that the Director of Athletics acted hastily in committing himself to a course of action and we express the hope that he may withdraw from the position that he has taken.¹⁸

The third occurrence of the day was the special meeting of the Board. The official records state very simply:

"Mr. Bradford moved that the vote taken by the Board of

¹⁸Ibid.

Trustees at the meeting of July 11, whereby the Department of Physical Education was divided into two departments be reconsidered. Motion carried."¹⁹

According to Carl Steeb, Secretary of the Board of Trustees, the action of the Board in voting to reconsider was at the request of President Thompson, and the Board of Directors of the Ohio State University association, the alumni organization.²⁰ The final decision in the matter was postponed until the September meeting, at which time President Thompson was to make his final recommendation.

After the Boards new action, Mr. St. John issued the following public statement:

I am grateful to the trustees for their willingness to rehear the case. I am fully convinced, of course, that the soundest and best organization--the only one that in my opinion will permit the best and fullest development of the teacher-training courses in Physical Education--is the system of unified direction and control.

The question, however, is to be considered entirely upon its educational and academic merits and I shall be pleased to accept the final judgment of the President and the Board of Trustees.

This explanation probably is due: When the Board last week voted to create a separate department for women, it seemed to me that such an action could only be construed as a repudiation of my administration of the department and a criticism of our work. This, I have been assured, was not the case and with the matter to be heard upon its merits as an educational and administrative question, I am entirely willing to accept whatever action the President and Board may see fit to take, and, regardless of what their decision shall be, I shall

¹⁹Proceedings, Board of Trustees, July 19, 1922, p. 13.

²⁰Ibid.

continue to give my best efforts to the University in the administration of the Physical Education and athletic program.²¹

This appears to be quite a "change of heart" from his earlier frame of mind that prompted his resignation in July. Perhaps he sensed that the "battle" had been won.

At the next Board meeting, September 8, 1922, President Thompson made this recommendation:

PHYSICAL EDUCATION

There are three types of organization in Physical Education among the colleges where coeducation prevails:

1. Separate organizations for men and women. This separate organization exists where the development has emphasized sex lines, the physical care and development both of the individual girl and the entire group. It has certain admirable and desirable features. In colleges where the individual excellence or concerted group action is the goal, and where little attempt is made to relate the work professionally to the teaching in the public schools, this organization would appear to be entirely satisfactory.

2. Unified organization under a single head of a department. The unified organization under one head where there is no recognition of the sex differences in courses of study or in corrective exercises would probably occasion dissatisfaction from the dominant influence of the men in all policies relating to courses of study and to the general freedom of initiative which the women generally desire. The most adverse criticism familiar to me is not only the suppression of initiative, but the unwelcome overlordship against which the women protest. In a recent conference with a group of women, some emphasis was put on the fact that women were not given adequate recognition in college and university faculties. Attention was directed to the obvious fact that rarely was a woman made head of a department and further the title and rank of Professor was not very common. There is a deep-

²¹Statement by L. W. St. John, July 19, 1922.

seated feeling that woman is not adequately recognized in higher education. The plea was made that Physical Education for women was a good place to begin. I freely admitted the fact of prejudice, partizanship, jealousy and tradition as factors entering into the situation. I also directed attention to the fact that in Home Economics a beginning had been made and pretty fair salaries assigned, all things being considered, including the preparation in graduate study. I invited attention further to the fact that the academic faculties, outside of separate colleges for women, had not made such progress in recent years in the appointment and promotion of women in important places. In public education outside of the colleges and universities the recognition of women has been much more generous, principally because the public mind is more liberal than the academic mind. It would be regarded as a humiliation in this University for a woman to be head of a department of English, History or Romance Languages. Some would regard such an appointment as highly objectionable.

3. A unified organization where the department is separated into divisions for the two sexes, each having complete autonomy in all matters pertaining to instruction and courses which are peculiar to or appropriate to the sex. This autonomy includes all gymnastic work, personal hygiene, courses in elementary anatomy and physiology. These two divisions are coordinated sometimes through a chairman or head of department, with the group of teachers of both sexes constituting a sort of council on Physical Education. This amounts practically to a departmental faculty.

4. The proposal at Ohio State University. If I understand the situation correctly, it is proposed to have a unified department with two divisions for men and women, giving each division complete autonomy in all matters pertaining to the personnel, the physical examinations, professional counsel, gymnastics, corrective exercises, course of study, required and elective work, with the provision that work in both divisions shall be so coordinated as to present a harmonious scheme of physical education. In certain courses, where both sexes would appear, the instruction might be given either by men or women, as the situation required. This plan is substantially followed at Oberlin, where the departments are separated, but the separation is nominal rather than real. In the large program proposed at the Ohio State University, attention is directed to the fact that there is a larger community of interest

than at Oberlin or similar institutions. It is further argued that in most institutions the whole subject is somewhat indefinite and lacking in well defined policies and standards, and that the organization at the Ohio State University, even under adverse conditions, has proved its merit.

After pretty full consideration and hearing, I recommend that a separate department for the women be not authorized; that the two divisions for men and women, under Professor L. W. St. John, be authorized and continued, with the understanding that autonomy in all matters involving sex differences be established and that the coordination of two division of two divisions in matters common to both be authorized, and that the entire work be under the administrative supervision of the President.²²

At this point, Judge McCann called for the question in regard to the division of the Department of Physical Education. During the discussion, Dr. Mendenhall, who had been a staunch advocate of separation, requested permission to present at the next meeting, a statement in writing, concerning his attitude on the motion. Since the statement was so long he said it should not be incorporated into the minutes, but put into the University archives, so as to be accessible at any time in the future.²³

After a thorough search in December 1968 with Bruce Harding, the University archivist, the statement Dr. Mendenhall referred to was never found. It should be noted that the archives had been moved to different locations on campus over the years since they were moved out of the Administration

²²Proceedings, Board of Trustees, September 8, 1922, p. 59.

²³Ibid., p. 32.

Building basement in 1954, and like so many other documents, were probably discarded in the process.²⁴

The vote was taken and the motion to separate was defeated by the narrowest margin possible 3-2. The matter was finished.

Summary

As the women's building was becoming a reality, two serious issues arose. The first was determining the true purpose of the building and the second was a move by the alumnae to separate the men and women's divisions.

There were some who felt that the new building should be a women's union while others, including St. John felt it should be primarily for physical education, which, of course, it became.

The move to split the two divisions was actually approved by the Board of Trustees whereupon St. John resigned. At this point, the President asked the Board to reconsider and when the next vote was taken, the Board reversed itself and St. John's resignation was ignored.

Dr. Oberteuffer said that in those days, there were about four people who ruled this campus and St. John was one of them. It would appear that this might very well have been the case.

²⁴Bruce Harding, University Archivist, December 20, 1968.

²⁵Proceedings, September 8, 1922, p. 32.

CHAPTER IV

THE ESTABLISHMENT OF A PHYSICAL EDUCATION MAJOR 1923-1931

In spite of the controversy surrounding the physical education department in the year 1922, the work of the department continued and it was "business as usual" for the most part.

The women had printed a four page pamphlet titled "Regulations of the Department of Physical Education, Women's Division" and issued this to the girls when they registered for physical education.¹ It covered such things as registration, fees, physical examinations, requirements, absences, showers, dress and grades. The sections on dress and grading are particularly interesting. The regulation "gymnasium suit" consisted of a white middy, small collar, black bloomers, tennis shoes, black stockings and under no circumstances were corsets allowed! The grades were determined by:

1. Improvement in posture
2. Improvement in muscular control and skill
3. Effort
4. Record of attendance²

¹Regulations of the Department of Physical Education, Women's Division, Press Ohio State Reformatory (N.D.).

²Ibid.

Correctives were an important part of the program at this time and according to Miss Esther Gilman, who taught these classes, the girls disliked the course primarily because of the name. In discussing the matter with other staff members, they came to the conclusion that the class was not designed to really correct anything, but rather its purpose was to concentrate on general conditioning and posture. Therefore, it was decided to change the name of the course to "Conditioning and Posture" which, in fact, is still being used in 1969. After the name change, the image of the "correctives" class changed and the girls were much more receptive to it.³

Now that a physical education "minor" was a reality, the faculty of the department began working toward having a major program accepted by the University Faculty.

Additional courses were made available in the elective program for both men and women.⁴

<u>Men</u>	<u>Women</u>
483 Schoolroom Gymnastics and Games	451 Folk Dance
484 Swedish Gymnastics	464 Elementary Interpretative Dance
488 Light Apparatus	466 Advanced Interpretative Dance
489 Heavy Apparatus	470-71 Sports Techniques
502 Advanced Football Techniques	472 Swimming

³Esther Gilman, Private Interview held at her home, December 15, 1968.

⁴The Ohio State University Catalog 1921-1922. Published by the Ohio State University, Columbus, Ohio, pp. 358-60.

Men (Contd.)	Women (Contd.)
681 History and Principles of Physical Education	473 First Aid
685 Prevention and Care of Injuries	481 Organization and Administration of Physical Education
	482 Play and Playground
	483 Schoolroom Gymnastics and Games
	488 Light Apparatus
	650 Physical Diagnosis
	681 History and Principles of Physical Education

The question of the role of intercollegiate sports on campus was still a matter of concern, particularly since an "enormous" horseshoe stadium had been completed during the year. President Thompson had this to say, regarding the athletic program at Ohio State:

The very widespread interest in the matter of athletics, especially intercollegiate athletics has led to some lack of perspective in the public mind.

The development of the stadium and grounds about it will furnish opportunity for the consideration of a larger program than has hither to be projected. It would be well, however, for the University constituency not to conceive of the stadium as merely a football provision. It is gratifying to be able to say that the athletic ideals prevailing at Ohio State University and throughout the Western Conference are perhaps, in advance of those in any other large area of the country.

Conferences between the Presidents of the institutions in the Conference, the Directors of Physical Education, the Coaches and other officials have led to a general understanding and good will, which must gradually, throughout the year, greatly strengthen the hands of those who desire to uphold the best standards of athletic conduct and of physical education. One feature of modern intercollegiate athletics may be worthy of a passing remark. The large attendance at intercollegiate games involves thousands of students in a journey of several hundred miles, oftentimes, and the expenditure of a considerable amount of money. This is endurable in the Western Conference because of the limitation of the

number of games to seven. A further limitation arises out of the fact that not every intercollegiate contest involves these large excursions. Nevertheless the future must give some consideration to the question of regulating and limiting the excursion features. Furthermore, the gate receipts of these games should have some attention, in view of the greatly increased facilities that will soon be found in all institutions of the Conference. The Stadium is either in process of erection or in prospect at a number of these institutions, so that provision will be made for an attendance ranging from forty to sixty thousand people. Under these circumstances, the price of admission should be such as to make it possible for practically all the students to attend athletic games. And, still further, the question will arise whether the tendency to advance prices of admission is not unfortunate. The temptation to be a money-making enterprise, rather than a healthful recreation of large numbers of people is too obvious to need comment. The wholesome state of mind at present in athletic circles will probably make a satisfactory adjustment of these problems, as experience requires. The intramural feature of athletics and physical education will doubtless greatly increase under the new facilities. The fact that the records show 10,595 registrants in the different branches of intramural athletics and sports for the year just closed will suggest the magnitude of this feature and, at the same time, invite the attention of some people to the important fact that physical education is already reaching thousands of students. The popular conception that athletics reaches a limited number of men in football is misleading, because in the sum total of athletic activities, football really occupies a small percentage of the time and attention. This is quite out of harmony with the popular notion as to the distribution of time in athletics.⁵

In his annual report for the year 1921-22, Mr. St. John discussed the problems, accomplishments, and recommendations for physical education at Ohio State. He also points out clearly the change in the purpose of physical education at that period of time.

⁵ Annual Report of the Board, 1922, pp. 25-26.

An elaborate statement of the aims and purposes--the objectives--of Physical Education is not to be attempted here. Some conclusions, however, admitting of strong support are presented. Physical training--long after the Greeks--was merely a matter of physical exercise. A development of strength--of beauty and perfection of form--of skill and grace of movement.

At a later date it was recognized that while health, strength, and beauty were chief aims--physical training connoted something in the way of mind training--a favorable condition, at least so far as health and power of mind were concerned--and that the benefits of exercise were not entirely physical.

We have clearly passed beyond this stage and physical training--or Physical Education--while still recognizing among its aims efficient functioning of the body, has now as its chief objectives organic, psychomotor, character, and mental development. . . .⁶

During the year the Women's Athletic Association, with the support of the Department, organized and conducted various activities on campus.

Annual W.A.A. Frolic--entertaining freshman girls
Annual W.A.A. circus
W.A.A. Christmas party for girls on campus
Christmas Carols
Sale of Christmas seals on campus for Rotary Club
Hockey Tournament
Basketball Tournament
Track meet
Swimming meet
Tennis Tournament
May-day breakfast
W.A.A. Banquet

The graduating seniors in the women's division had come through a difficult time as far as their course work was concerned. They started in 1917 or 1918 and at that time no regular work was given because of the wartime conditions. The military had taken over the Armory consequently

⁶Ibid., p. 192.

it was not available to the women at all, so as a substitute for courses in the gymnasium, credit was granted for physical examinations, certain lectures and hikes.⁷

Dr. John Wilce, football coach at Ohio State, spelled out what he believed were the purposes of intercollegiate athletics in a speech to a large group of Western Conference College alumni.

The purpose of intercollegiate athletics will always be divided into professional vs. the educational. Most of the present-day abuses which are universally decried in educational circles will be found to result from the professional purposes. The purely educational purposes are less tangible and are naturally questioned by many whose interest is purely material.

It is universal testimony that the American Army in France gave an outstanding illustration of the best use of technical knowledge through the presence of the highest degree of morale--spirit, fearlessness, and enthusiasm. It is not necessary for men in athletics to try to connect up the athletic spirit with this thing. Army officers of all rank have on many occasions ascribed this difference between Americans and the other nations to this element in their training and national character. Intercollegiate athletics reflects the virility, intensity, and tendency to specialization of the American people as represented through some of their best elements.

We do not want to avoid the things that reflect National spirit--enthusiasms--but we do want to rid them of abuses and control them to the best end. The development of the morals of any given group or institution in rallying around a truly representative athletic team with a big incentive to thwart is unquestioned and remarkable. Intercollegiate athletics furnishes a rallying point for the spirit of American groups, institutions, and sections.

President Thompson has said that intercollegiate athletics contain more dynamite than any other element in education. The purpose of an educational

⁷Ibid., p. 193.

athletic system should be to use this dynamite to the best educational interest.⁸

According to St. John, the needs of the Department for the following year were:

1. A more adequate staff for the work in physical education for men. Dr. Nichols should have two additional instructors. The coming year for the first time the women will have a fairly adequate staff and acceptable conditions under which to work. The addition, next year, of a full-time examining physician for women is needed.

2. The successful operation of a major in Physical Education will require the bringing into the Department a strong lecturer on theoretical physical education subjects.

3. Intramural athletics merit the financial support of the University. A larger staff and a budget for operation needs to be provided.

4. Intercollegiate activities are in no need of special encouragement. Neither do they merit suppression. They do need wise control and careful direction to preserve their true educational values.⁹

An elective program, as mentioned in Mr. St. John's report, was quite unusual during this period (this was the second year for an elective program at Ohio State), and many required programs in physical education throughout the country were still composed of the rigid, formal gymnastics. By adopting a system whereby the students could choose activities, Ohio State was one of the first Universities to pioneer such a program.¹⁰ This philosophy of physical education is all the more remarkable when one considers that this was the era of the "Battle of the Systems," in which

⁸Ibid., p. 200.

⁹Ibid., p. 201.

¹⁰Idem., Miss Gilman.

the great debate in physical education centered on Swedish Gymnastics versus German Gymnastics. The physical education department, both men and women, fought the "Battle of the Systems" and worked toward a full "elective" program instead because they believed so strongly in the value of team sports and games. There are some who believe the women's department pioneered the elective system of physical education for women all over the United States.¹¹

It might be difficult to appreciate the true significance of this philosophy as we look back over these many years, and yet we can readily see the soundness of their logic today as elective programs exist on every campus throughout the country and in some instances completely replacing required physical education, while the "Battle of the Systems" has for all practical reasons, been fought and forgotten.

The following editorial describes the attitude of the student today toward physical education in 1923.

Not a thousand years ago on this campus the average freshman hated his gym classes as much as he did--and still does--his drill periods. These two requirements stood out on an otherwise pleasant schedule like a sore thumb on the hand of a basketball player. He wholeheartedly and sincerely hated gym because of the tiresomeness of going through floor work, in which he was about as much interested as he was in the outcome of a checker battle between two natives in the general store back home.

But now there is a different story to tell. One finds freshman after freshman enthusiastically discussing the gym classes, which seem in many cases

¹¹Idem., Miss Gilman.

to be the most interesting part of his schedule. The reason for this complete reversal of attitude is that the student is allowed to elect his gymnasium work in the special line of athletic activity in which his interests lie.

Taking gym does not seem to be an onerous task when one is allowed to select the sport in which he wishes to receive instruction. There may be some psychology in the mere fact of allowing the student to elect his work rather than to tell him that he must take a course in physical education. The department of physical education is not the bugbear that it once was in the minds of the students, and the taking of gym has ceased to be a disagreeable duty.¹²

Even though the students' attitude had changed, the women were facing a real problem in their new facility. Miss Jeannette Stein, who was a student at Ohio State in 1922 and later a faculty member for many years explained it this way.

Pomerene was supposed to open January 1, 1923. It did, but it wasn't finished, there were no showers or lockers. Well, by this time we had moved out of the armory and all our classes were out doors that fall since we had no indoor space at all. So when it came time to register for physical education in January, Miss Clark had every girl register for basketball and then refused to allow any of the classes to be taught since there were no lockers for our clothes and it was impossible to shower. At the end of the quarter every girl was given a grade of "C" even though we hadn't had that first class, and this really created an uproar! Miss Clark wouldn't budge an inch and let me tell you, the University found a way to complete Pomerene Hall in a hurry. Miss Clark was a strong minded individual!¹³

The previous efforts of the physical education department to establish a "major" program received a great boost

¹²Editorial, The Ohio State Lantern, February 12, 1923, p. 2.

¹³Jeannette Stein, Private Interview in her home, February 21, 1969.

in 1923 when a bill was passed making Health and Physical Education compulsory in the public schools of Ohio.¹⁴ The members of the men and women's department had worked hard for the passage of this bill and felt that a real victory had been won for physical education in the State of Ohio. This would also provide the additional "ammunition" to create a "major" program in physical education at the Ohio State University.

Dr. Nichols had this to say about the backers of the bill:

. . . I believe it was Representative Wenner of Astabula, who sponsored the bill in the legislature and helped to battle it through. In connection with this legislation we had good backing from Ohio P.T.A.'s, the American Legion, and a number of other organizations interested in health and welfare legislation. . . . In connection with putting through the bill, the Recreation and Playground Association sent a man who was of considerable help.¹⁵

Dr. Nichols was particularly interested in this since he was responsible for examining incoming freshmen, and through this, it was apparent to him that the lack of physical training in the public schools had been harmful to a great many youngsters.¹⁶

¹⁴Curt W. Tong, "John Herbert Nichols, M.D.: A Life of Leadership in Physical Education and Athletics" (unpublished Ph.D. dissertation, The Ohio State University, 1968), p. 52.

¹⁵Letter from Dr. Nichols to Charles Kovacic, May 3, 1952.

¹⁶Tong, "John Herbert Nichols," pp. 52-53.

Another aspect concerning the general physical condition of the young men of that day which also influenced the passage of the bill, was the findings of the medical examinations given to the thousands of men when they were called up for military service in World War I. Many men were found unfit for service and part of this, at least, was blamed on the lack of physical education in the public schools and the subsequent lack of participation in recreative sports and games. These then were the factors that brought about compulsory health education and physical education in Ohio Schools.¹⁷

Now that the teaching of physical education and health was mandatory in the schools of Ohio, pressure began to be exerted from the public schools in Ohio for the Ohio State University to prepare qualified teachers in order to carry out the new programs of health and physical education.¹⁸

An editorial in the Lantern said this:

The demand from Ohio Schools alone has been so insistent that they are willing to accept University students who have had little or no training . . . and the result is that these individuals go out as representatives of the University inadequately trained and lacking in educational vision and standards.¹⁹

¹⁷Ibid., pp. 52-53.

¹⁸Ibid., p. 57.

¹⁹Ibid., p. 57.

Dr. Nichols prepared the following report to support the department's desire to offer a physical education major:

OHIO STATE UNIVERSITY
MAJOR IN PHYSICAL EDUCATION
COLLEGE OF EDUCATION

THE NEED

1. The demand for trained college men and women in this rapidly developing field.
2. Physical Education laws passed in twenty-eight states. Pending in Ohio.
3. Tremendous development in public opinion
 - a. Result of draft figures in war.
 - b. Development of play grounds.
 - c. Development of athletics for masses.
 - d. Interest in health environment of school child.
4. Special need in Ohio.
 - a. Physical Education - now required in all city schools. New law will extend to all schools.
 - b. No other normal schools with exception of Oberlin and University of Cincinnati meeting this need.
5. Recent survey reveals fact that more than 40,000 physical education teachers are needed at the present time in this country with only 5,000 trained teachers available.

THE VALUE OF THE SCHOOL

1. Round out the work of the College of Education. No phase of teacher training is more important than the new demand for trained engineers of physical and moral growth and development of the child.
2. Will draw considerable number of students who are leaving the state to go to other universities offering these courses.
3. Will greatly increase the service of the University to the state.
4. Wisconsin, Minnesota, Michigan, Illinois are all rendering this service to their states and are drawing students from all parts of the country.

PRESENT STATUS

1. Minor in physical education now being offered.
2. Courses quite well organized.
3. Most courses to be included in the major have already been given in the minor or in the summer session. Will be necessary to add about four courses and evaluate others.

4. Under present conditions we are neither fish nor fowl, not prepared to give thorough and complete course. The result is students go out to teach as representatives of the University with inadequate training and lacking in vision with ideals. Reflects on the school and the college of education.
5. Demand for these courses even under present conditions with no advertising or pushing is large and is continually increasing.

WHAT INCREASE IN STAFF AND FACILITIES
WILL SUCH A COURSE REQUIRE?

1. No immediate increase in staff would be necessary as most of the courses would not be given until 1925-26 when next year's entering class would be Juniors. By that time it would be necessary to add one high grade educator and theorist to the staff.
 2. It is expected that by that time the present inadequate facilities will be somewhat improved.
- THE PURPOSE OF THE COURSE IS:

To qualify men and women for responsible positions in physical education, play, recreation and athletics.

The course is so planned that a broad and general education is combined with some specialized training.

We have not drawn up this curricula with the idea of training physical education experts or athletic coaches, but with the idea of turning out men and women with broad cultural interests, fine ideals and sound educational background.²⁰

The "major" in physical education was established then in 1923 and was to begin operation during the 1923-24 school year.²¹

Dr. Nichols, who had been extremely instrumental in getting such a program established said:

I recall very distinctly the struggle we had (earlier) in getting physical education service

²⁰Report by Dr. Nichols (N.M.) 1923, The Ohio State University Archives.

²¹Ibid., Kovacic, p. 121.

courses put on a credit basis, and later the struggle in putting through the major in physical education.

We had very valuable help from the College of Education and especially from Dean Arps, who was Dean of the College of Education at the time. . . .²²

Dean Arps made the following report concerning a major in physical education.

The four year curriculum in physical education will serve a public school need of long standing and will comply with recent legislation. Students may now major in physical education and receive the degree of Bachelor of Science upon successful completion of the curricular requirements. In the construction of the curriculum it was especially desirable that future teachers of physical education should have a large cultural background, especially biological, and social science. By means of this legislation it is believed defects in existing curriculum in other institutions have been avoided. A student completing work for the B.S. degree in physical education is prepared to render effective high school instruction in science. . . . and will at once win academic standing with his colleagues who offer instruction in subject matter which has long been favored with social approval.²³

The University Bulletin listed the four year curriculum for a major in physical education as follows:

PHYSICAL EDUCATION CURRICULUM					
MAJOR--COLLEGE OF EDUCATION					
WOMEN FIRST YEAR					
AUTUMN QUARTER		WINTER QUARTER		SPRING QUARTER	
Zoology	(401) 5	Comparative	5	English	(401)
Chemistry (401 or		Anatomy	(407)	Psychology	(401) 5
(411) 5		Chemistry (402 or		Hygiene	(400) 1
Survey of Education	1	412)	5	Physical Edu-	
Physical Edu-		Physical Edu-		cation	(423) 1
cation	(421) 1	cation	(422) 1	Elective.	5
Elective	5	Elective	5		

²²Ibid.

²³Report of the Board, 1923, p. 86.

SECOND YEAR		
AUTUMN QUARTER	WINTER QUARTER	SPRING QUARTER
Education (407) 5	Anatomy (Special 5	Principles and
Psychol. (433) 5	Physiology (403) 5	Practice of Edu-
English (433) 5	Physical Educa-	cation (401) 5
Physical Education (541) 3	Theory and Practice (542) 3	Physiology (404) 5
Theory and Practice	Physical Edu-	cation (543) 3
Physical Edu-	cation (4 6) 1	Theory and Practice
cation (425) 1	Elective.....2	Physical Educa-
Elective. 1		tion (427) 1
		Elective 2

THIRD YEAR		
AUTUMN QUARTER	WINTER QUARTER	SPRING QUARTER
History of Education (404) 3	History of Edu-	Public Speak-
Sociology (401) 5	cation (405) 3	ing (401) 5
Physical Edu-	Physical Edu-	Bacteriology (607) 5
cation (691) 3	cation (683)	Physical Edu-
Kinesiology	History and Prin-	cation (547) 3
Physical Edu-	ciples of Physi-	Theory and Practice
cation (545) 3	cal Education	Physical Edu-
Theory and Practice	Physical Edu-	cation (493) 3
Elective. 1	cation (546) 3	Therapeutic
	Theory and Practice	Gymnastics
	Elective. 5	

FOURTH YEAR		
AUTUMN QUARTER	WINTER QUARTER	SPRING QUARTER
School Admin-	School Admin-	Principles and
istration (401) 3	istration (605) 3	Practice of
Sociology (645) 4	Physical Edu-	Education (440) 5
Leisure and Recre-	cation (682) 5	Physical Edu-
ation	Organization and	cation (551) 3
Physical Edu-	Admin.	Theory and Practice
cation (671) 3	Physical Edu-	Elective 7
Therapeutic	cation (692) 3	
Gym Adv.	Hygiene and School	
Physical Edu-	Health Problems	
cation (549) 3	Physical Edu-	
Theory and Practice	cation (550) 3	
Elective 2	Theory and Practice	
	Elective 2	

REQUIREMENTS FOR DEGREE

Upon satisfactory completion of one hundred and ninety quarter hours, under the restrictions and requirements prescribed above, the student will be recommended for the degree of Bachelor of Science in Education.

PHYSICAL EDUCATION CURRICULUM
MAJOR--COLLEGE OF EDUCATION
MEN

FIRST YEAR		
AUTUMN QUARTER	WINTER QUARTER	SPRING QUARTER
Zoology . . . (401)5	Comparative	English . . . (401)5
Chemistry ((401 or	Anatomy . . . (407)5	Psychology . . (401)5
411)5	Chemistry (402 or	Hygiene . . . (400)1
Survey of Educa-	412)5	Physical Edu-
tion 1	Physical Edu-	cation (403)1
Physical Edu-	cation . . . (402)1	Military Science . 1
cation . . . (401)1	Military Science 1	Elective 5
Military Science . 1	Elective 5	
Elective 5		

SECOND YEAR		
AUTUMN QUARTER	WINTER QUARTER	SPRING QUARTER
Educational	Anatomy (Special) 5	Principles and
Psychol. . . (407)5	Physiology . (403)5	Practice of Edu-
English . . . (433)5	Physical Edu-	cation . . . (401)5
Physical Edu-	cation . . (442)2	Physiology . . (404)5
cation . . . (441)2	Theory and Practice	Physical Edu-
Theory and Practice	Military Science 1	cation . . . (443)2
Military Science . 1	Elective 2	Theory and Practice
Elective 2		Military Science . 1
		Elective 2

THIRD YEAR		
AUTUMN QUARTER	WINTER QUARTER	SPRING QUARTER
History of	History of Edu-	Public Speaking(401)5
Education . .(404)3	cation . . .(405)3	Bacteriology . (607)5
Sociology . .(401)5	Physical Edu-	Physical Educa-
Physical Edu-	cation . . .(683)5	tion (447)3
cation . . .(691)3	History and Prin-	Physical Educa-
Kinesiology	ciples of Physi-	tion (493)3
Physical Edu-	cal Education	Therapeutic-
cation . . .(445)3	Physical Edu-	Gymnastics
Theory and Practice	cation . . .(446)3	
Elective 1	Theory and Practice	
	Elective 5	

FOURTH YEAR		
AUTUMN QUARTER	WINTER QUARTER	SPRING QUARTER
School Adminis-	School Adminis-	Principles and
tration . . . (401)3	tration . . . (601)3	Practice of
Sociology . . . (645)4	Physical Edu-	Education . . . (440)5
Leisure and Recre-	cation . . . (682)5	Physical Edu-
ation	Organization and	cation . . . (451)3
Physical Edu-	Admin.	Theory and Practice
cation . . . (685)3	Physical Educa-	Elective 7
Training and Pre-	tion (692)3	
vention and Care	Hygiene and School	
of Injuries	Health Problems	
Physical Edu-	Physical Edu-	
cation . . . (449)3	cation . . . (450)3	
Theory and Practice	Theory and Practice	
Elective 2	Elective 2	

REQUIREMENTS FOR DEGREE

Upon satisfactory completion of one hundred and ninety quarter hours, under the restrictions and requirements prescribed above, the student will be recommended for the degree of Bachelor of Science in Education.

SEASONAL SCHEDULE OF THE THEORY AND PRACTICE OF PHYSICAL EDUCATION

WOMEN

FIRST YEAR

AUTUMN QUARTER		WINTER QUARTER		SPRING QUARTER	
Physical Education	421	Physical Education	422	Physical Education	423
Hockey		Gymnastics		Field and Track	
Tennis		Basketball		Outdoor Baseball	
Archery		Rhythmic Expression		Tennis	
Volley Ball		Indoor Baseball		Archery	

SECOND YEAR

AUTUMN QUARTER		WINTER QUARTER		SPRING QUARTER	
Physical Education	425	Physical Education	426	Physical Education	427
Theory and Practice of Physical Education	541	Theory and Practice of Physical Education	542	Theory and Practice of Physical Education	543
Fundamentals of Body Development		Rhythmic Expression I		Folk Dancing	
Hockey		Gymnastics I		Field and Track	
Tennis		Basketball		Outdoor Baseball	
Archery		Technique of Minor Sports		Tennis	
Plays and Games				Archery	
				Camcraft	

THIRD YEAR

AUTUMN QUARTER		WINTER QUARTER		SPRING QUARTER	
Theory and Practice of Physical Education	545	Theory and Practice of Physical Education	546	Theory and Practice of Physical Education	547
Technique of Hockey		Gymnastics II		Technique of Field and Track	
Technique of Basketball		Technique of Gymnastic Teaching		Technique of Baseball	
Rhythmic Expression II		Rhythmic Expression III		Therapeutic Gymnastics	
Practice Teaching, Sports		Basketball		Practice Teaching, Sports	
Hockey		Indoor Baseball		Tennis	
Tennis				Archery	
Archery				Outdoor Baseball	

AUTUMN QUARTER	THIRD YEAR	WINTER QUARTER	SPRING QUARTER
Theory and Practice of Physical Education	549	Theory and Practice of Physical Education	550
Technique of Swimming		Rhythmic Expression IV	551
Technique of Tennis		Festivals and Pageantry	Rhythmic Expression V Practice Teaching, Dancing
Therapeutic Gymnastics		Practice TEaching, Dancing Gymnastics III	Field and Track Tennis
Practice Teaching, Sports		Practice Teaching, Public School and Community Centers	Archery Practice Teaching, Public Schools and Playgrounds
Practice Teaching, Schools and Playgrounds		Basketball	
Hockey		Indoor Baseball	
Tennis			
Archery			

SEASONAL SCHEDULE OF THE THEORY AND PRACTICE OF PHYSICAL EDUCATION

SOPHOMORE YEAR (PHYSICAL EDUCATION 441-442-443)

MEN		
AUTUMN QUARTER	WINTER QUARTER	SPRING QUARTER
First Month	First Month	First Month
Playground Ball	Boxing	Track
Volley Ball	Wrestling	
Cage Ball		
Graded Games		
Second Month	Second Month	Second Month
Soccer	Boxing	Track
La Crosse	Fencing	
Graded Games		
Third Month	Third Month	Third Month
Soccer	Wrestling	Track
Water Basketball	Boxing	
Graded Games	Fencing	

JUNIOR YEAR (PHYSICAL EDUCATION 445-446-447)

AUTUMN QUARTER	WINTER QUARTER	SPRING QUARTER
First Month	First Month	First Month
Marching Tactics	Football	Baseball
Calisthenics		
Postural Exercises		
Tumbling		
Second Month	Second Month	Second Month
Calisthenics	Football	Baseball
Gymnastics		
Light and Heavy Apparatus		
Third Month	Third Month	Third Month
Calisthenics	Football	Baseball
Gymnastics		
Light and Heavy Apparatus		
Tumbling		

SENIOR YEAR (PHYSICAL EDUCATION 449-450-451)²⁴

AUTUMN QUARTER	WINTER QUARTER	SPRING QUARTER
First Month	First Month	First Month
Basketball	Handball--Squash	Scouting--Camping
	Swimming	Golf
	Diving	Football
	Life Saving	Tennis
Second Month	Second Month	Second Month
Basketball	Handball--Squash	Scouting--Camping
	Swimming	Golf
	Diving	Baseball
	Life Saving	Tennis
	Athletic Dancing	
Third Month	Third Month	Third Month
Basketball	Swimming	Scouting--Camping
	Diving	Golf
	Life Saving	Tennis
	Athletic Dancing	Track

The aim of the Department was to prepare men and women for positions of leadership in the field of physical education. The curriculum was so arranged that a broad general and scientific education was combined with specialized training. The subjects making up the course fell into four groups: General, Scientific, Educational Theory and Physical Education.

Group 1: Included English, Psychology, Foreign Languages, Social Sciences and Public Speaking.

Group 2: Included Chemistry, Zoology, Anatomy, Physiology, Bacteriology and Hygiene.

²⁴The Ohio State University Bulletin, 1923-1924, Published by the Ohio State University, pp. 8-10, 21-26.

Group 3: Included Survey of Education, Educational Psychology, History of Education, Principles and Practice of Education, School Administration, Practice Teaching and electives.

Group 4: Included the professional courses: History and Principles of Physical Education, Kinesiology, Therapeutic Gymnastics, Prevention and Care of Injuries and Training, Hygiene and School Health Problems, Theory and Practice of Physical Education including Coaching. The curriculum gave opportunity for special emphasis along one of three lines: (1) Physical education and health supervision in schools and colleges. (2) Athletic coaching. (3) Community recreation.²⁵

In 1923-24, the first year of the major course, nine men and 33 women were enrolled. The second year 29 men and 60 women were registered.²⁶ Before a student could register for a major in physical education it was necessary for the men to be interviewed by Dr. Nichols and the women were required to see Miss Clark. The primary basis for admission to the major course in physical education at that time was high ideals and character on the part of the candidate rather than athletic ability alone.²⁷

²⁵Ibid., p. 4.

²⁶Report of Board, p. 86.

²⁷Annual Report of the Board, 1924, p. 109.

The recommendations and needs expressed at the close of 1924 were directed almost entirely toward more space.

1. Indoor space--The greatest need for increasing the efficiency of the program includes the construction of a modern gymnasium for the men, and the completion of Pomerene Hall for the women (when the building was constructed, funds ran out and it was only partially completed).
2. Natatorium--We are also greatly handicapped by the lack of natatoriums for men and women. The students are expected to carry on aquatic activities, and without a pool we can do nothing.
3. Outdoor Space--There is also great need for the provision for the athletic field where the women have the opportunity for out-of-door sports. The present space is far too public and the games are often interrupted by pedestrians passing across the play space. There should also be a field house providing showers and dressing rooms.
4. Additional Instruction--One high grade instructor needs to be added.²⁸

The intramural program continued to advance also. The records for the year showed that participation numbered 14,827 men in 19 sports. George Little and Elmer Mitchell of the University of Michigan said that Ohio State had not only the greatest intramural system in the country, but had also achieved the most success.²⁹

Athletics, in 1924, were a sub-division of physical education and their philosophy was stated like this:

The entire intercollegiate athletic program at Ohio State University is based upon the theory now accepted among progressive educators that athletics, properly directed, make an important contribution in the field of education. The amount of money

²⁸Ibid., pp. 109-110.

²⁹Ibid., p. 110.

necessarily involved in a modern scheme of intercollegiate athletics is not justified alone by the physical activity obtained by those participating. Beyond this item are the moral values that are obtained and expressed on the play fields, and these cannot but leave a lasting impression upon the host that annually takes part in and upon the hundreds of thousands who witness intercollegiate contests. Moreover, the increased participation of the student in a united intramural program is only made possible by subsidies from intercollegiate gate receipts.³⁰

The Stadium added a great deal to various sports programs other than football, in 1924.

The Stadium with a permanent seating capacity of 65,000, which may be increased to 80,000 by the use of temporary stands, furnishes unsurpassed accommodations for both spectators and participants. The Stadium contains one of the finest of football playing fields. Encircling it is a fine quarter-mile track with two 220 yard straightways.

Underneath the seat banks, excellent use is being made of available space, which to date includes:

1. A 12-lap cinder track and a 120-yard straightway, indoor jumping and vaulting pits, and other track facilities.
2. Under-cover practice facilities for football, baseball, and tennis.
3. A number of volley ball and hand ball courts erected for Faculty use, which have proven popular through the winter season.
4. A mommth electric score board where play by play accounts of football games away from home are recorded. Thousands of students and others take advantage of this opportunity of watching the team through the scoreboard's eyes.

The four Stadium towers are rapidly being furnished and equipped for all sorts of activity. So far provision has been made for:

1. Locker and shower rooms.
2. Team and equipment rooms.
3. Rooms for first aid service, training, and medical equipment headquarters.

³⁰Ibid., p. 116.

4. Indoor golf cages.
5. Wrestling rooms.
6. Fencing room.
7. Lecture rooms and offices.
8. One of the north tower rooms has been recently furnished and equipped for the use of the University Band.

The future development of the Stadium itself for additional recreational facilities will be pushed as rapidly as funds become available for this purpose. The future plans call for:

1. Enclosing with glass the entire underneath area of the Stadium, which will make possible:
 - a. Additional locker and shower rooms.
 - b. Squash and hand ball courts.
 - c. Basketball courts.
 - d. Possible development of most every form of recreation and competitive activity on the indoor educational sports calendar.

On the acres adjacent to the Stadium may be found:

1. The Varsity baseball diamond, with permanent seats for 6000 people.
2. Sixty tennis courts or about enough to meet half the demand for them.
3. Three football fields, where Varsity and freshman teams work out and where interclass games are played.
4. Intramural activities also find their chance for expression here and now have in use six baseball diamonds, 12 playground ball fields, four soccer fields, outdoor track facilities, a polo field, horseshoe pitching courts, and the like.

To care adequately for the student needs there should be developed:

1. Additional playfields of all kinds.
2. A complete athletic fields for girls, including field house, running track, hockey fields, etc.³¹

"Gym Aids" were still in existence and had grown to a membership of 60 men. In order to give these men more recognition of their service, two new awards were

³¹Ibid., p. 117.

authorized--a letter sweater and a key in addition to the certificates which had been awarded for years. The Varsity "A" sweater was given after three years service and the gold key after four years, provided the individual had also received four certificates!³² Obviously, these awards were not handed out indiscriminately.

The need for a new men's gymnasium was expressed in the departments' annual report of 1924.

EQUIPMENT AND FACILITIES

The great and outstanding need of the department from a material standpoint is a new men's gymnasium located adjacent to the new recreation field and the Stadium. So that it will be able to utilize all the outdoor facilities that form the major portion of the program in the autumn and spring.

The present structure was built 27 years ago to accommodate a student body, including women, of 960. More than 1500 men use the gymnasium daily. Three thousand lockers are needed and could be rented if we had them. By terrific congestion in the locker room and the use of wire baskets, we are able to accommodate 1800. We expect to eliminate the wire baskets this year, as they are extremely unsatisfactory.

Under present conditions, the department is laboring under an insurmountable handicap. The present quarters provide practically no space for our special elective activities. We need space for handball, squash, racquet, boxing, wrestling, fencing, and corrective and remedial classes. Intramural athletics have increased enormously in the last ten years. Hundreds of upper classmen who are eager to secure lockers and use the facilities of the gymnasium and athletic fields in voluntary activities are excluded because of lack of accommodations. An adequate gymnasium and field space are just as essential to our work as laboratory facilities are for chemistry or any other science. The

³²Ibid., p. 94.

use of a portion of Ohio Field for new buildings will further handicap the work under the present conditions. . . .³³

In the annual report for 1923-1924, Miss Lydia Clark pointed out several personnel changes in the Women's Division. Miss Gertrude Jones became the first full time medical advisor; Miss Esther Gilman took charge of the corrective work; Miss Margaret Cheney directed the dance curriculum; Miss Dorothy Sumption was involved in the intramural program and Miss Katherine Hersey was added to the staff to organize the teacher education area. This first year of professional courses in physical education found 21 freshman and 12 sophomores enrolled as major students.³⁴

An Interim Period and Continued Change
Within the Department 1924-1932

The first 26 years of physical education at Ohio State (1898-1924), were probably the most significant years, in many respects, in the history of the department. For example: the Armory was constructed providing a gymnasium (1898); physical education was established on campus for men and women and physical education became a requirement (1900); positive credit was authorized for service classes (1919); the administration of physical education and athletics became the responsibility of a single individual

³³Ibid., p. 95.

³⁴Ibid., p. 96.

(1915); a minor in physical education was established (1912); Pomerene Hall was built, giving the women a building of their own (1922); summer school courses began (1913); and a major program in physical education was established (1923).

Changes would continue to occur in the department, some of great significance, during the next 45 years, but the basic foundations upon which physical education would grow at Ohio State had been firmly established.

In 1925, Pomerene Hall was finally completed when the natatorium was added. It was a college standard swimming pool 25' X 60' in a room 48' x 77'. There was a visitors gallery on one side seating 270 people, a shower and dressing room 24' X 38', rest room, attendants room, suit sterilizing and drying room and two locker rooms.³⁵

The Physical Education Club of the Ohio State University was organized this year also. Its purpose was to promote interest in physical education as a profession and the membership was granted to all majors and minors in women's physical education.³⁶

President Thompson had this to say about physical education that same year.

³⁵Annual Report of the Board, 1925, p. 14.

³⁶Ibid., p. 23.

The entire subject of physical education is administered through the President's office. This includes the general issues of physical education, recreative sports, correctives, courses of instruction for prospective teachers and intercollegiate athletics. The organization is divided into two divisions--men and women. The aim of the University is to properly related these activities and so distribute the responsibility for sports, for intercollegiate games and for credit courses in the University as to bring to the entire student body some participation in the field of physical education. The chief objective is to impress upon the mind of the students the fact that the well organized well developed disciplined body furnishes the basis for efficiency as a student, for efficient service as matured men and women and for a proper social outlook on life. There is no class of educated men and women in the country whose social ideals and whose point of view is more acceptable than that of the well educated, high minded men or women who devote themselves to the field of physical education. The future will carry a high appreciation of this service as the fruits are gathered in matured manhood and womanhood of the present generation. The parents of the future who appreciate the values of physical culture, will come to understand better than we do, the value of training in physical discipline, the practical knowledge of hygiene, sanitary measures and of physiology.³⁷

The aims of the physical education department in 1925 were stated in this manner.

1. To have regular participation by every student in the University throughout his four years, in types of motor activities best suited to meet his special needs.
2. To provide physical examinations at least twice during the student's course as a basis for personal advice and classification in these activities.
3. To provide adequate instruction for all students in the principles underlying health and to enable the student to appreciate and understand health in its social applications.

³⁷Ibid., pp. 23-24.

4. To provide optional intramural athletics for all students, enabling the student to supplement the practice and instruction in various physical activities in the required program with the values of athletic competition as a team member.

5. To provide a four-year professional course of Physical Education and School Health, thus enabling the University to meet its educational responsibilities in turning out college trained men and women qualified to administer these programs in the schools of the State.³⁸

There were five facets making up the physical education program in an effort to meet the aims of the department.

1. Regular participation two periods per week in elective activities is required of all first-year students for one year. This reaches about 1800 men each year.

2. Physical and medical examinations are given to all entering students. No further examination is given, unless the student participates in intercollegiate athletics or a special examination is requested.

3. A one-hour course for one quarter in Hygiene is now required of all first-year students.

4. Optional intramural activities are reaching about 5000 different students. In most cases this participation is not regular. Many participate in one or two games during the year or take part in the intramural festival or spring track meet. Such participation is too irregular and haphazard to be of any real physical benefit.

5. A four-year professional course in Physical Education and School Health is now in operation in the College of Education.³⁹

During this year, there were a total of 7000 male students enrolled in physical education activities classes. The total facilities consisted of one gymnasium in the

³⁸Ibid., p. 104.

³⁹Ibid., p. 104.

Armory, three special exercise rooms, 2000 lockers, 30 showers, seven acres of ground at Ohio Field, 34 tennis courts and a track, lockers and showers at the new stadium.⁴⁰

The departmental needs were:

1. A new modern gymnasium
2. The addition of two men to the faculty
3. A natatorium
4. Improvement of grounds south of the stadium for physical education classes
5. Build 10 handball courts under the stadium seats.
6. A graded and progressive four year required course in physical education for all students
7. Build 25 new tennis courts⁴¹

The work of the women's Division was grouped under four categories.

1. Supervision and guidance of the health of the women taking physical activity.
2. Supervision of the physical education requirement of the freshman and sophomore women.
3. Supervision of major students majoring in physical education.
4. Promotion of intramural sports for all the women students in the University.⁴²

In 1925, there were a total of 80 women registered as physical education majors--33 Freshmen, 25 Sophomores, 21 Juniors and one Senior.⁴³

Miss Palmer reported that the number of women students taking part in intramurals was phenomenal. By spring of 1925, there were 78 teams comprised of 592 women

⁴⁰Ibid., pp. 104-5

⁴¹Ibid., p. 105.

⁴²Ibid., p. 105.

⁴³Ibid., p. 108.

participating in baseball, tennis, track and horeshoes.⁴⁴

There were also class teams in baseball, track and archery. That same spring 48 Ohio State women participated in a triangular telegraphic track meet with Iowa and Northwestern and won a "decisive victory."⁴⁵

The status of the professional courses was discussed in the following report by Dr. Nichols.

In 1916 a complete four-year course was drawn up, which provided for a major in Physical Education in the College of Education. Due to the war, the course was dropped for the time being the following year. With the close of the war, a new and more comprehensive curriculum was drawn up and in 1921 was presented to the committee on instruction and later to the College of Education, receiving the indorsement and approval of both.

In 1923-1924, the sophomore year work was offered; in 1924-1925, the junior year; and with the beginning of this year, 1925-1926, the complete four-year major in Physical Education, working to the degree of Bachelor of Science in Education, is being offered in the College of Education.

This curriculum has been so arranged that a broad, general, and scientific education is combined with the specialized training in this field. The course gives opportunity for special emphasis along one of three lines: (1) Physical Education and Health Education in schools and college; (2) athletic coaching; (3) community recreation. . . .

PRESENT STATUS

The complete four-year course is now in operation and with the close of the present school year the first graduates (six in number--all men) will receive their diplomas. The course has received the attention of educators from all parts of the country, and hundreds of requests for information in regard to the course have been received.

⁴⁴Ibid., p. 108.

⁴⁵Ibid., p. 109.

The course is an extremely difficult one, due to the heavy biological science requirements and the amount of laboratory work required, in addition to all the general requirements of the College of Education. For this reason, the course has not been elected liberally by the men, primarily by men in athletics, who, in many cases, because of personality and ability, are just the men who should be enrolled in this course. I believe, therefore, that while it has been wise to build on a solid foundation, we are, to some degree, defeating our own purposes; that is to meet the needs in the schools of the state and place college men of character and personality backed up with educational and professional training in these most important positions. If we do not meet this need, other institutions will. If we do not turn out more high grade men than we are enrolling at present, the schools will continue to accept athletes who have had no professional training, and who carry to the work no vision or conception of the educational values and possibilities of this work. The theoretical and ideal must be combined with the practical needs of the work. . . .⁴⁶

INTRAMURAL DEPARTMENT
Grant P. Ward, Director

Approximately 80 per cent of the male students at Ohio State University took part in some form of intramural athletics during the year 1924-1925. Complete records show that 4,811 different individuals were enrolled in the 19 intramural sports, while the total participation, counting duplications in the various activities, was 15,702. Beyond a doubt, this stands as a record for not only the Western Conference, but the entire country, except in some small colleges where intramurals are compulsory for one or more years.

A summary is given below:

Sports	Number
Soccer (47 teams)	648
Football (interclass)	156
Cross country	155
Indoor baseball (88 teams)	1,028
Indoor golf (33 teams)	242

⁴⁶Ibid., pp. 113-14.

Sports	Number
Basketball (271 teams)	2,437
Foul shooting (40 teams)	702
Bowling (130 teams)	1,139
Boxing	145
Wrestling	196
Fencing	45
Festival (96 teams)	2,473
Baseball (94 teams)	1,280
Playground ball (117 teams)	1,517
Horseshoes (114 teams)	1,067
Swimming (42 teams)	327
Carnival (71 teams)	1,603
Tennis (111 teams)	433
Golf (26 teams)	<u>109</u>
Total, Season 1924-1925	15,702
Total, Season 1923-1924	<u>14,827</u>

Net Gain 827
 (Note: Where no teams are given, the competition was individual and not by team)

Eliminating duplications in different sports, there were 4,811 separate individuals taking part in all sports.⁴⁷

The two outstanding features in 1925-1926 were the completion of Pomerene Hall and the graduation of the first class in the four year course in physical education. So it came to pass, 28 years after Dr. Linhart was employed to start a physical education program at Ohio State University, that 14 men and women proudly received their diplomas on graduation day as the first four year physical education majors ever to graduate from this University.⁴⁸ The women were: Goldie Rattner, Frances Melamid, Stella Dyer, Mildred Hillyer, Dorothy and Virginia Hague (twins), Florence

⁴⁷Ibid., pp. 116-17.

⁴⁸Annual Report of the Board, 1926, p. 128.

Lingo, Jennette Stein and Geraldine Long.⁴⁹ The men were: George H. Cooke, Ed Kuechle, Walter L. Penberthy, Harry L. Shapiro and Carl E. Tishler.⁵⁰ In checking the records and also with Dr. Nichols, Dr. Penberthy, Dr. Tishler and Dr. Grueninger, it appears that Dr. Grueninger was the sixth man in this group but he was not a four year major and actually received a Master of Science degree in 1926. He had been a graduate assistant in physical education for several years and took summer school classes in physical education while working in agriculture during the school year.⁵¹

Student teaching for women was organized this year also by Miss Hersey (who was later to become Mrs. Oberteuffer). Each student taught in an elementary and junior or senior high school in Columbus. During the fall quarter they taught twice a week, and during the spring, three times a week. Each student was visited at least three times by Miss Hersey.⁵²

As far as the major students were concerned in the men's department, each student was required to have six quarters of practice teaching, ordinarily in his junior and

⁴⁹Telephone Conversation with Jennette Stein, May 10, 1969.

⁵⁰Letter from Carl E. Tishler, June 16, 1969.

⁵¹Letter from Robert Grueninger, June 11, 1969.

⁵²Annual Report of the Board, 1926, p. 131.

senior years. At the beginning of the last quarter, an individual registered for Principles of Education 440 and received five hours credit for all his practice teaching.

Most of the practice teaching was done in connection with the required work for freshmen and in coaching the University Athletic teams.⁵³ The reason for this arrangement was that the practice teaching requirement was spread out over such a long period of time that each student only spent an hour or two a week at it and this made it almost impossible for him to do this work in a public school.

Another innovation was put into effect during the summer of 1927 when a four week course in athletic coaching was offered. The purpose of this offering was to "meet a demand that greatly exceeds the supply" of athletic coaches.⁵⁴ All the courses were taught by members of the coaching staff at Ohio State and were as follows:

- 473. First Aid. Dr. Wilce
- 481. Organization and administration of Physical Education in Secondary Schools for men. Mr. Trautman
- 501. Principles of Coaching Football. Dr. Wilce
- 504. Principles of Coaching Basketball. Mr. Olsen
- 508. Principles of Coaching Track and Field Sports. Mr. Griffith
- 512. Principles of Coaching Baseball. Mr. Trautman
- 685. Prevention and Care of Injuries. Dr. Duffee.⁵⁵

⁵³Ibid., p. 127.

⁵⁴Summer Quarter Announcement of Coaching Courses Offered by the Department of Physical Education for Men, June 20 to July 23, 1927, p. 3.

⁵⁵Ibid., pp. 5-6.

In addition to these courses, a two weeks course in athletic officiating was offered during this four week session. The class was taught by Mr. St. John and met at night so that it would not interfere with the coaching courses.⁵⁶

Courses in folk dancing, interpretative dance, playground supervision, swimming, gymnastics and sports for the elementary and secondary schools would be offered by the women's division in the summer of 1928.⁵⁷

- Folk Dance. Miss Clark
- 464. Elementary Interpretative Dance. Miss Clark
- Tennis. Miss Palmer
- 471. Sports Technique. Miss Palmer
- 473. First Aid. Mr. Duffee
- Principles of Physical Education. Miss Clark
- Play and Games. Miss Palmer
- 482. Play and Playground. Miss Hersey
- Gymnastics. Miss Hersey
- 495. Elementary and Intermediate Swimming. Miss Saum
- 496. Advanced Swimming. Miss Saum⁵⁸

After 14 years of leadership and service in the growth and development of physical education at The Ohio State University, Dr. Nichols resigned and accepted a position at Oberlin College.⁵⁹ The new president of the University, George Rightmire said:

Dr. Nichols, after 14 years in charge of physical education has brought this field of activity to the

⁵⁶Ibid., p. 6.

⁵⁷Ibid., p. 7.

⁵⁸Ibid., p. 6.

⁵⁹Tong, "John Herbert Nichols, M.D," p. 66.

highest stage possible in view of the congested condition under which the work has had to proceed. His high order of ability, his wonderful personality, his untiring efforts all gave him a place in the educational scheme and in the University community of the greatest importance. The field of physical education is one of very rapid development, and Dr. Nichols had the training and the vision to give him a great ambition in this work and to make his contribution to the field a striking one.⁶⁰

Dr. Nichol's reasons for leaving Ohio State were, first: he was attracted to the personal and intimate climate at Oberlin where he might work more closely with the students. Second, he felt that the effectiveness of his work was hampered by large classes, little space and few weekly class sessions. The third and foremost centered on a conflict of ideals concerning intercollegiate athletics. He felt that the whole program of physical education and athletics should be supported by funds other than the gate receipts which were used to justify subsidizing and recruiting of athletes. This practice was in conflict with his own beliefs and he felt he could no longer remain a part of such an organization.⁶¹

In his last annual report, Dr. Nichols briefly reviewed the work of the department for the previous 12 years.

PHYSICAL EDUCATION
MEN'S DIVISION 1927-28
Director, Dr. J. H. Nichols

This year concludes for me twelve years of service in Physical Education at the Ohio State

⁶⁰Annual Report of the Board, 1928, pp. 8-9.

⁶¹Tong, "John Herbert Nichols, M.D.," p. 66.

University. It is possibly worth while to review briefly the work of the past twelve years.

In 1916 the physical examinations were organized in such a way that all examinations were completed during the first week of the school year before any physical activity was undertaken. Previous to this time, the examinations of entering students had been spread out over the entire first year. At this time, we suggested the possibility of Freshman Week, in order to complete all examinations before the regular classwork began.

In the same year, physical ability tests were introduced for purposes of classifying students according to their ability, and to permit those who possessed a fair degree of motor coordination and were free from definite physical handicaps to elect their physical activity. A little later, the entire required program in Physical Education was put on an elective basis with students permitted to select a different activity for each quarter, providing the student was physically sound. This arrangement, in a short time, entirely changed the attitude of the student body toward the required Physical Education, so that, instead of having from fifty to two hundred presenting requests to be excused for all sorts of reasons, we now have requests from a large number of upper classmen each quarter who wish to continue the course without credit.

The type of program has necessitated a large number of sections at each hour of the day together with an increased staff. It has also made a heavy demand on the limited facilities that are now available. The new physical education plant will meet a long-felt need.

In 1919 Physical Education and Hygiene were placed on the same basis as all other courses in the University, granting positive credit instead of negative credit for courses in this department. This was a step of great educational importance to the department and has helped tremendously in creating a sound educational attitude on the part of the students and faculty as to the place of such a program in the University curriculum. At this time, the Hygiene course was made a distinct and separate course, carrying one hour credit.

During the period following the war, the increase in enrollment was so tremendous that our facilities and staff were unable to keep pace. The assistance of men in the department who were devoting their major time to intercollegiate athletics and the

building of the Stadium helped to relieve the condition to some extent.

In 1917 a four-year curriculum for teacher training was submitted to the College of Education, but was not approved, partly due to lack of funds and also to the fact that the College of Education was undergoing a reorganization. As early as 1912-13, a minor in Physical Education had been set up, and courses were being given in the Summer Session for training teachers.

In 1923-24 a new curriculum was submitted to the University and approved and adopted by the College of Education. The first graduates received their degrees in 1926. The course is now well organized, and is increasing in strength and numbers just as fast as the present limited facilities will permit. The educational quality and soundness of the course has evoked favorable comment from many educators and universities.

During these years, there has been a steady growth of the intramural and recreational program of the University. There has, also, been an ever-increasing coordination and correlation between the programs of these two divisions of the department. At the present time, in the required Physical-Education program, instruction is given in eleven sport activities, which are later carried on in the intramural program. It is our aim in the freshman year to develop an interest and some skill in various types of sport activities which can later be enjoyed in the intramural program. . . .⁶²

These were Dr. Nichol's final recommendations to the President.

1. A new physical education building, to be located near the stadium.
2. A natatorium, to be connected to the new gymnasium.
3. Enclose the stadium on the East side and build in handball and squash courts.
4. Develop play fields south of the stadium to King Avenue.
5. Construct two 18 hole golf courses.
6. Construct an ice rink.
7. Construct a field house.
8. Widen the Olentangy River for boating.
9. Add one year to the required program in physical education.

⁶²Annual Report of the Board, 1928, p. 197.

10. Develop a recreation program for the instructors.
11. Develop a graduate program in physical education leading to an M.A. and Ph.D.⁶³

After Dr. Nichol's resignation, Dr. Frank Castleman, who had been track coach at the University since 1914 was named as head of the men's division.⁶⁴ Another personnel change was the hiring of Dr. Metcalf who was to develop the "corrective" program and teach Kinesiology.⁶⁵

The regulations concerning student teaching were changed by the State Department of Education, whereby this work would have to be done in the Columbus Public Schools and none of it at the University, which had been the case for men previously.⁶⁶

It was during this year that Mr. St. John recommended the construction of two 18-hole golf courses and an ice rink.

A new innovation in the women's division was a Saturday recreation program for children, organized by Miss Hersey. This was to serve as a pre-student teaching experience for physical education majors, and took place during the sophomore year.⁶⁷

⁶³Ibid., p. 198.

⁶⁴Ibid., p. 9.

⁶⁵Ibid., p. 195.

⁶⁶Ibid., p. 201.

⁶⁷Ibid., p. 199.

That same year, the women organized a Physical Education Alumnae Association. The purpose of this organization was "to promote professional spirit among and maintain contact between the alumnae, undergraduates and the Department of Physical Education at Ohio State University." It was also decided at that time to publish a bulletin at least once a year.⁶⁸

The women's field house was completed during this year too and the "Alumni Bulletin" described it this way:

There are two golf cages on the main floor where the girls can practice their strokes before the "greens" are ready. . . . The field house is equipped with lockers and showers, which are on the ground floor. We hope to have our new fields, back of the field house, completed by next fall.⁶⁹

The women were also quite proud of the fact that their very own library had been established, finally.

Many of the alumnae . . . can well remember when they dreamed of having some day a physical education library. But dreams sometimes come true. Thanks to Sarah Reamer, chairman of the plan, there are now 13 books on shelves in the tower room and any physical education student may use them for the mere price of climbing 73 steps. Let us suggest that heart examinations be eliminated for all those who have made this ascent a sufficient number of times.⁷⁰

⁶⁸ Esther H. Lee, "History of the Physical Education Alumni Association of The Ohio State University," The Alumnae Journal of Physical Education (N.M., 1928), 5.

⁶⁹ Ibid., p. 14.

⁷⁰ Ibid., p. 14.

Miss Helen Saum, an instructor in the women's division, organized the Swan Club during the 1927-28 school year. The membership was open to any girl in the University. The official emblem was a monogram of two silhouetted swans with their curved necks forming two letters "S's" superimposed on an "O". The figures were scarlet on a background of gray and were to be worn on a gray wool suit. Scarlet caps completed the outfit.⁷¹

The 1930 was a truly significant one for the men. The State Legislature made an appropriation for a new physical education building, and the athletic board supplemented this appropriation for the purpose of building a natatorium in connection with the physical education building.⁷²

The natatorium, like the stadium was to be built out of athletic funds and therefore was to be a gift to the University from Athletics.⁷³

As soon as it was apparent that the gymnasium would be built the "scramble" was on for use of the old gymnasium space in the Armory. The men's physical education department wanted to keep it, the music department wanted it and the Army wanted it all to itself.⁷⁴ Mr. St. John sent the

⁷¹Ibid., p. 17.

⁷²Annual Report of the Board, 1930, p. 136.

⁷³Ibid., p. 136.

⁷⁴Dr. James Pollard, Private Interview in His Office, The Ohio State University, December 15, 1968.

following request to President Rightmire.

Dear President Rightmire:

The Physical Education and Athletic Department respectfully requests that the present Gymnasium be continued in use by the Athletic and Physical Education Department and that it be used in part to supplement the Gymnasium and recreation facilities for the new University High School. I appreciate the fact that some consideration must be given to the use of this building for other purposes, but believe that the needs of the Physical Education Department warrant the most serious consideration to the proposal herein made.

The completion of the new Physical Education building will materially increase our facilities, but no one would even attempt to argue that the facilities will be adequate to any large degree for the 7,000 male students on the campus. During the past year 289 basketball teams voluntarily participated in intramural basketball. Because of the very limited facilities, only the teams entering the final elimination series were permitted to play more than four games for the entire season. Absolutely no practice floors were available to the students, and in order to play the limited schedule of games allowed, it was necessary to run games until 10:40 P.M. practically every night during the basketball season.

The retention of the old gymnasium would enable us:

- (1) To provide practice floors for intramural basketball, indoor tennis and volley ball throughout the day and permit the scheduling of intramural contests during the evening.
- (2) To install bowling alleys in the basement. This could be done with very small changes. At the present time, there are well over 200 teams voluntarily participating in intramural bowling--226 teams to be exact, of which 39 were faculty teams. These bowling contests are conducted on commercial alleys off the campus, entailing considerable expense.
- (3) To retain for University use the large meeting room, which will continue to serve many organizations for Educational Conference purposes and University functions.
- (4) To provide a place for the new University High School in which to conduct their interscholastic contests. The Gymnasium facilities provided in the new University High School are so meager as to make it highly desirable to have

a place such as the old Gymnasium in which to conduct their contests.

I would like to call your attention to the fact that when the University of Illinois, some three years ago, built their new Gymnasium, they were still permitted to keep their old Gymnasium, in addition to which they have the new Armory, which gives them probably twice as great facility furnished for our University, even retaining the old Gymnasium.

Likewise, at the University of Michigan, Michigan has full use of the old Waterman Gymnasium, although they have a large and commodious Field House and, within the past two years, have opened a \$750,000 Intramural Sports Building and this year have added a fine artificial ice hockey rink. Michigan's facilities are vastly greater than our own.

The present Gymnasium could be continued in use at very little expense for equipment or administration and would be performing the most useful service possible from the standpoint of the student body.⁷⁵

The Armory, subsequently was turned over to the Army.⁷⁶

Around the middle of the year, the effects of the depression in the economy of the United States were beginning to be felt on campus. The intercollegiate athletic program was curtailed to a degree,⁷⁷ the women were forced to discontinue intramurals because of a reduced staff and at the same time, the field house attendant was dismissed because of lack of funds.⁷⁸

⁷⁵Letter from L. W. St. John to President Rightmire, May 5, 1931.

⁷⁶Pollard, Personal Interview.

⁷⁷Annual Report of the Board, 1932, p. 15.

⁷⁸Letter from Miss Benedict to President Rightmire, December 19, 1931.

An interesting sidelight occurred about this time concerning the physical examinations of the women. Not only were these the days of the depression, but prohibition was also in effect. Miss Jeannette Stein said that bootleggers used to come around the fraternities and sororities like the milk man of today, and take individual orders for alcoholic drinks for the week.⁷⁹

Miss Jeannette Stein and Miss Geneva Watson related this story:

The physical exams for women were given in Pomerene Hall by women doctors who were hired for a week and were paid \$10 a day. In one of the offices, we had a cabinet in which we kept some medical supplies under lock and key. Part of the examination consisted of taking each girls temperature after which the doctor would put the thermometer into a granite pan full of alcohol in order to sterilize it. One day as they were pouring out the contents of these pans, Shirley Armstrong, the medical advisor, noticed that the 'alcohol' really didn't smell like alcohol so she went to the cabinet where the alcohol supply was kept. When she tasted the supply, she discovered, much to her horror that the entire supply had been taken and replaced with water! This was after some 1,500-2,000 girls had their temperature taken with the same thermometers dipped in plain water only. The culprit was never found out, but we did have our suspicions.⁸⁰

The need of a graduate curriculum in physical education was brought up again by Dr. Delbert Oberteuffer, who was the Supervisor of Health and Physical Education for the State

⁷⁹Jeannette Stein and Geneva Watson, Private Interview at their Home, February 21, 1969.

⁸⁰Idem.

of Ohio at that time. In a letter written to St. John he pointed out some observations he had made following the summer school session at Ohio State in 1931.

. . . In general, my impression still holds that you have a most favorable opportunity of making the University the most outstanding graduate summer session west of the Alleghenies. The fact that over 300 students took courses in our department this summer and that 51 students were candidates for a Master's Degree in the Department, is evidence bearing out that impression. There is no question in my mind but what the State of Ohio needs a complete department set up within two years.

A second general impression has to do with the need for an immediate solution to your problem of requirements for a Master's Degree. Time and time again this summer I had to tell students to wait until fall or winter in order to outline their complete Master's Degree curriculum.⁸¹

The academic year 1931-32 was the beginning of the graduate program for a Master's degree in physical education at Ohio State University. The first quarter of the graduate program in health and physical education included 91 students, 51 of which were candidates for the Master of Arts in Physical Education.⁸²

Summary

Four important things took place during this period from 1923-1931. A physical education major began in 1923

⁸¹Letter from Dr. Oberteuffer to L. W. St. John, August 27, 1931.

⁸²Annual Report of the Board, 1932, p. 178.

and by 1925 Pomerene Hall was built giving the women a facility all their own for the first time in history.

In 1926 the first four year majors in physical education graduated--14 in all--eight women and six men. Three of those men went on to become physical educators; one at Western Reserve and two at Texas A & M.

The fourth important event was the authorization of graduate work in physical education leading to a Master's degree in 1931.

Up to this point, 33 years had passed since the doors of the Armory opened making it possible to take "physical training" on campus, and a great many significant changes had occurred during this period. These came about through the effort and foresight of the leadership of the Department as well as that of the individuals who made up the staff.

CHAPTER V

DEDICATION OF MEN'S GYMNASIUM AND NATATORIUM 1932-1950

Beginning of Graduate Work in Physical Education

On February 26-27, 1932, the day the Men's Division had long awaited finally arrived and was greeted with great anticipation. These two days had been set aside for the formal dedication of the men's gymnasium and natatorium, and elaborate plans had been formed for the occasion. The guest list was most impressive and it was to be a truly great day. This was the program that had been prepared for the dedication.

PROGRAM FOR DEDICATION GYMNASIUM-NATATORIUM February 26-27, 1932

I Friday, February 26

1. Forenoon and afternoon--Open House and Physical Education activities.
2. Evening: (a) Intramural Festival.
(b) Dance

II Saturday, February 27

1. Forenoon--Open House for Alumni and Varsity "O" visitors.
10:30 A.M.--Water Pageant at Natatorium -
Swimming Squad and Swan Club.
2. Noon - Luncheon for alumni club officers from Ohio counties and cities.

3. Afternoon - (a) 2:30 P.M. Combined University Day and formal Dedication Exercises.

Program:

Music by Men's Glee Club.
Address by President Rightmire.
Presentation of Natatorium to the State by Professor Clyde T. Morris.
Response by Governor White.
(Presiding Officer, L. W. St. John)

(b) 4:00 P.M. Wrestling Meet, with Michigan (Admission by complimentary ticket to invited guests.)

(c) 5:45 P.M. Varsity "O" Dinner.
Arrangement and program in charge of G. N. Trautman.

4. Evening - Basketball, Ohio State vs. Chicago.
Special seat section for invited alumni and Varsity "O" men--

III Invitations to be prepared by Secretary of Dedication Committee, James E. Pollard, and sent to:

- (a) List of alumni to be furnished by Alumni Secretary
- (b) List of Varsity "O" men to be furnished by Mr. Trautman.
- (c) The Governor and his Cabinet.
- (d) The State Auditor, Secretary of State, Lieutenant Governor and Treasurer of State, Adjutant General, Attorney General and members of Supreme Court.
- (e) All members of the General Assembly of Ohio.
- (f) Members of the University Board of Trustees.
- (g) A list of athletic officials and coaches and teachers of Physical Education, to be furnished by Mr. St. John.
- (h) Newspapers.

It was suggested in general committee discussion that possibly special invitations should be issued to Deans and Department Heads--also, to student leaders, as well as having the general faculty and student body invited through Lantern and Official Bulletin medium.

IV Publication of combined Intramural Yearbook and Souvenir Dedication Program to be handled by Mr. Wood and Mr. Griffith.¹

This souvenir program includes a detailed description of the new facility, the intramural program and the women's division of physical education (see Insert in the Appendix). A special invitation was mailed to all Varsity lettermen.

A WEEK END FOR
VARSITY "O" MEN

As a feature of the Dedication Ceremonies of the
NEW GYMNASIUM AND NATATORIUM
THE "O" CLAN
is commanded to assemble

Friday, Feb. 26--Both buildings open all day for visitors.

Evening--Intramural Festival and Student Senate Dance.

Saturday, Feb. 27--

10:30 A.M. Water Pageant by Men and Women Students--Natatorium.

2:30 P.M. Formal Dedication--Natatorium Auditorium.

5:45 P.M. VARSITY "O" DINNER--FACULTY CLUB.

8:00 P.M. Chicago-Ohio State Basketball--Coliseum, State Fair Grounds.

(The Secret Six have arranged for an interesting program after the game--THIS IS A WARNING)

The Varsity "O" Dinner at 5:55 P.M. (Sharp) on Saturday will be limited to "O" men--interesting presentation on Athletic Problems will be ready for you, by "Prexy," Saint, Dick Larkins, Jim Lincoln and Grant Ward. Fred Secrist, '08, toastmaster.

Dig out the old "O" sweater--it will be your admission tag to a special "O" section at the basketball game.

¹Program Prepared by L. W. St. John (N.D.), The Ohio State University Archives.

The wearers of the "O" will REUNE and LIVE again!
 The Natatorium built from Athletic Funds, stands
 as a great MEMORIAL to OHIO'S Sons

YOUR MONUMENT--BE HERE
 Mail the enclosed card PRONTO

Committee--

Honus Graf Bobby Watts Moter Ewing Hen Taylor
 Hen Nesbitt Doc Means Wes Fesler Herb Decker
 Penn State McClure Red Trautman²

There was a holiday atmosphere in the air because of this great occasion. Many speeches were made in the course of the dedication ceremonies, but only the texts of two of the speeches were filed in the University archives--one by President Rightmire and the other by St. John. Some excerpts from St. John's speech follow:

. . . This occasion is of particular significance from two distinct standpoints. In the first place, it marks a distinct forward step in the growth and development of this great University. In the second place, it is significant because it places a new and fresh emphasis on Physical Education as a fundamental part of the whole scheme of education in our schools, our colleges, and our universities.

Throughout the world today, the place of health and physical education is more firmly established as a fundamental and integral part of the educational program than it has ever been in the history of the world. Without a fair measure of health, all things in life become of little value and lose all measure of satisfaction.

The completion of the present facilities places the Ohio State University in position to make fitting and appropriate contribution, not only to the health and physical well-being of our large student body, but to make, also, acceptable contribution to the educational program of the State.

The intercollegiate athletic program has been and is one important aspect of the Physical Education

²The Ohio State University Archives (N.D.).

program. Intercollegiate athletics has made and is making an important contribution to the program of this University. . . .³

President Rightmire, in his address, retraced the history of the growth and development of physical education and athletics at this University. He pointed out too, that the background of the student population had changed from that of predominantly rural to predominantly urban which in turn created a greater need for physical education on campus. He said:

Some degree of systematic physical exercise and attention to the relationship which grows out of a cultured mind in a healthy and well-trained body must constantly be kept before our young people. It is an indispensable element in our educational work and in these times of congestion in urban communities the State will not perform its office in promoting and preserving the welfare of its people unless it provides this opportunity for physical education.⁴

He further explained some of the events leading up to this dedication day. In 1927 Grand Ward, a graduate of Ohio State in 1912 and former director of intramural sports and assistant coach at Ohio State, was elected to the Ohio Legislature. Knowing from first hand experience of the need for additional physical education facilities, he was convinced that this need must be met. The first request for a gymnasium was turned down in 1927 because of the State's inability to finance it. In 1929 when the request was

³Speech by L. W. St. John at the Dedication Ceremonies, February 27, 1932.

⁴Speech by President Rightmire, February 27, 1932.

submitted again Grant Ward was a member of the Finance Committee of the House and was instrumental in getting the State to appropriate \$500,000 for the men's gymnasium.⁵

At the same time, another great facility was dedicated and that was the natatorium. This facility was paid for by athletic gate receipts. The President said, "Therefore, we owe the natatorium to athletic sports which owe their prosperity to the people."⁶

Later that year, another event of great significance was beginning to unfold when Miss Palmer, Miss Hersey, Mr. Hindman and Mr. Metcalf persuaded St. John that the physical education department should establish a sound graduate program as soon as possible. There were, at that time, only two institutions in the country that offered a doctoral program in physical education--Columbia and New York University.⁷ Mr. St. John pointed out the department's concern in a letter to President Rightmire.

. . . it appears that the Ohio State University must serve the State in this field of graduate work. Many other institutions in Ohio are training teachers in Physical Education, but only this University is in position to adequately care for the needs of the graduate student. . . .

⁵Idem.

⁶Idem.

⁷Delbert Oberteuffer, Private Interview in his Office, The Ohio State University, April 3, 1969.

The Public schools are consuming the largest number of our college graduates. To serve our students, as well as the educational program of the State, it would seem that we must carry on to the best of our ability in this field of education. Having made so auspicious a start in the graduate course work of last summer, it would seem that we cannot afford to suffer any lapse in this program. There are approximately 20 students who have been definitely pursuing graduate course work in Physical Education during this present academic year.

The educational need along this line has heretofore been largely met by Columbia University and more recently by New York University. A large number of our people from the middle west have been forced to go East for their training in graduate work. . . . The Ohio State University should by all means provide for the graduate course work of those⁸ people interested in Health and Physical Education.

Dr. W. W. Charters, from the Bureau of Educational research at Ohio State, made these observations concerning the need of a graduate program in physical education.

In response to Mr. St. John's request I have these observations to make.

I have been watching the program of the physical education department in the training of athletic coaches, teachers of physical education and teachers of health, and I have the general feeling that they are undermanned in the graduate area. I believe this for the following five reasons.

In the first place, with 1,764 men teachers of physical education, athletics and health, about 1,100 women teachers of these subjects, 150 college teachers, and 100 supervisors in the elementary grades, we have a total of about 3,000 teachers of these subjects in the State. I am told that on a conservative estimate less than one half of these have either majored or minored in physical education during their period of training in school. There is, therefore, a temporary need for the training of a very large number of teachers. The need is still more apparent when we realize that the turnover in teaching positions is about one-sixth, so that there

⁸Letter from L. W. St. John to President Rightmire, May 5, 1932.

is needed to maintain a teaching force of 3,000, about 500 new teachers each year. The supply of good teachers, as I have indicated, is impossibly below the demand.

In the second place, there is increasing demand for coaches and teachers in physical education to be trained in the fundamentals of health. If a coach or a gymnast does not have some adequate knowledge of physiology and health, he is likely to strain the boys. Moreover, regulations of the State Department of Education, recently put into effect, rules that all new teachers in physical education must have a minor in physical education, and that all teachers, old or new, must have such a minor by 1935. The demand, therefore, for increased training in these fields will be very brisk.

In the third place, one of the major functions of a state university is to train teachers for colleges and normal schools, who in turn will train students in their classes to become high school teachers. I feel that this is the major function of the University in this field.

In the fourth place, there is a very considerable demand for graduate work. For instance, the Summer School enrollment in 1931 was 91, and this number could have been doubled if more advanced courses had been offered, so I am told. In addition to this, Mr. Hindman and Mr. St. John have received over one hundred letters of inquiry about advanced courses and they estimate that they have received at least seventy-five oral inquiries concerning the possibility of advanced work, all within the year.

Finally, while I have not examined the catalogues of other universities of standing comparable to Ohio State University, I am told by the members of the faculty that Michigan, Iowa and Wisconsin have a larger number of faculty members offering graduate courses, and have a much larger number of advanced courses.

It would appear to me, therefore, that if the University is to perform its full function in this field, which is of growing importance, especially when it is becoming increasingly necessary to deal with the complicated problems of athletics on a plane of high intelligence, with instructors well trained, the needs for a very substantial increase in the offerings in the Graduate Department are very apparent.

Trusting that this may be of some service to you in making your decision, I remain,⁹

Dr. McPherson, Dean of the Graduate School had this to say:

There is no question but that the demand for graduate training in the field of education is very pressing one. The schools of the State are demanding as teachers of Physical Education, young men who have graduate work equivalent to the Master's degree. . . . I believe very strongly that the state has a right to expect our own University to provide for the training of such teachers.¹⁰

In St. John's opinion, the most critical need in establishing this program was employing a strong teacher. His choice and recommendation was Dr. Oberteuffer who had been the Supervisor of Health and Physical Education for the State of Ohio the previous three years.¹¹ He said: "There are not a half dozen men in the United States today who are equal to or in any way superior to Dr. Oberteuffer for work in this field of Health and Physical Education."¹²

The President honored St. John's recommendation whereupon Dr. Oberteuffer was employed to provide the leadership necessary in developing the graduate program in physical education. Dr. Oberteuffer was the seventh man in the

⁹Letter from W. W. Charters to President Rightmire, May 10, 1932.

¹⁰Letter from Dean McPherson to President Rightmire, May 10, 1932.

¹¹Letter from L. W. St. John to President Rightmire, May 7, 1932.

¹²Ibid.

United States to receive a Ph.D. in physical education,¹³ and the leadership he was to exert for the next 36 years at Ohio State would help bring about the realization of a physical education department which has the respect of physical educators everywhere. He was an outstanding author, a tremendous public speaker and his influence on physical education has been felt not only at Ohio State but throughout the nation as well. His philosophy of physical education influenced physical educators for years and in the words of Dr. Hixson, there were two "giants" in athletics and physical education at Ohio State, L. W. St. John and Delbert Oberteuffer. He went on to say, "There is no question but that 'Obie' made this department. He made us what we are today."¹⁴

Dr. Nichols said in 1951:

The tremendous strides which Ohio State has made in the field of professional training, both at the undergraduate and the graduate level, has largely occurred since Dr. Delbert Oberteuffer took over the leadership of this division in 1932. His aggressive and practical educational vision, his ability to draw and hold men, his standing in the profession has placed Ohio State where it is today, at the top of our teacher training institutions in the United States.

When the effort to organize a graduate program at Ohio State was being made there were already in existence

¹³Delbert Oberteuffer, Private Interview in his Office, The Ohio State University, April 3, 1969.

¹⁴Chalmer Hixson, Personal Interview in his Office, The Ohio State University, June 27, 1969.

two important factors that contributed to the need for a graduate program at Ohio State. These were set in motion the year before Dr. Oberteuffer came to campus: (1) the establishment of standards for high schools in Ohio, concerning physical education, which also stated that athletic coaches should have either a major or minor in physical education, and (2) the establishment of teacher education standards for colleges in Ohio, which stated that in order for a college to offer a major in physical education they must have at least one man on the staff with a master's degree.¹⁵ These were initiated by Dr. Oberteuffer while he was serving as State Supervisor.

Since these were standards set up by the State, it was felt then that the State had an obligation to provide a way for people already in the field to meet these requirements.

This was in the midst of the depression, and since University funds were at an all time low this created real problems as far as expanding programs were concerned. Nevertheless, the first thing Dr. Oberteuffer did was to organize a graduate committee of Lydia Clark, Katherine Hersey, Gladys Palmer, Darwin Hindman and Harlan Metcalf. Together they began to set up standards for their graduate program and organize the courses that would be taught in

¹⁵Idem.

health and physical education. Then plans were approved almost immediately and the graduate program began that same year.¹⁶

By the end of the year, the nationwide depression had made its full impact on the University. Its effects were pointed out by President Rightmire.

We are now in an economic condition, world wide, which is featured by falling markets, reduced salaries, unemployment, human suffering and a slow disintegration of social effectiveness and personal comfort. Our system of industrial and political organization seems on the verge of collapse, and all government activities are being scrutinized to find where they can be reduced and how far.

Education must be a preferred charge upon the public resources. At this point a great responsibility attaches to those in charge of education. That is to study the educational organization and processes of today with a view to readjusting them without harming the expected results.¹⁷

In his annual report, St. John pointed out his belief that the University should not reduce to any material degree the time and money spent on health and physical education. Rather there should be an increase in facilities and leaders to look after the well being of our youngsters. He pointed out too that many economies and curtailments had already been effected in several cases to the serious detriment of the program.¹⁸

¹⁶Idem.

¹⁷Annual Report of the Board, 1932, pp. 15-16.

¹⁸Ibid., p. 178.

The work of the department was concerned with these four major areas.

- I. Required Physical Education
 1. Men
 - a. Activities - 2 hours per week for freshman year
 - b. Hygiene - 1 hour per week one quarter
 2. Women
 - a. Activities - 2 hours per week for freshman year; 3 hours per week for sophomore year
 - b. Hygiene - 1 hour per week one quarter freshman
- II. Intramural Program - Voluntary Recreation
 1. Men
 2. Women
- III. Major Course - Teacher Training four-year curriculum
 1. Men
 2. Women
 3. Graduate work for advance degrees
- IV. Intercollegiate athletic program - men¹⁹

In the meantime the emphasis in the women's division had changed from that of team games to that of "activity of an individual character with the attendant carry-over value for later life."²⁰ The growth in intramurals for men and women continued and in Miss Clark's words was "without a superior in any University."²¹

The major program included almost 300 students by now and the establishment of a graduate program show clearly the growth that had taken place in physical education at Ohio State. During the summer there were 91 graduate students enrolled, 51 of whom were working toward a master's degree

¹⁹Ibid., p. 178.

²⁰Ibid., p. 178.

²¹Ibid., p. 178.

in physical education.²² In this group 22 Ohio colleges were represented.

At the end of the school year, Lydia Clark resigned as head of the women's division and was replaced by Gladys Palmer.²³ Miss Palmer was to serve in this capacity for the next 20 years.

In November of 1932, the Graduate Committee which had been formed earlier, held a meeting from which two significant things evolved. The first was a proposal that at least two graduate assistantships be established in order to satisfactorily carry out the graduate program. It was proposed that one of these should be a man and the other a woman--each assistantship would pay \$500.²⁴

The other proposal was a name change for the department. The proposal was sent to St. John by Dr. Oberteuffer, and was approved.²⁵

Dear Mr. St. John:

Your Committee on Graduate Courses, at a meeting October 29, 1932, discussed the matter of the name of the curriculum and of the department. The Committee came to the conclusion that they would like to recommend to you that the name of the department be changed to "Physical and Health Education." This change was suggested for the following reasons:

²²Ibid., p. 178.

²³University Directory, Columbus: The Ohio State University, 1932.

²⁴Memo, Committee on Graduate Courses, October 29 and November 2, the Ohio State University Archives.

²⁵Letter from Delbert Oberteuffer to L. W. St. John, November 4, 1932.

1. With the present expansion in the Graduate Division, this department is accepting its responsibilities in the field of health education and the curriculum offerings in that field should be recognized in the title of the department.

2. This department is interested in health education and not in public health directly, and at present is the only department in the University which is prepared to offer courses in health education.

3. The previous term of physical education does not embody the suggestion of our offerings in health education.

4. The commonly used term of "health and physical education" is misleading to public health workers, health commissioners, and physicians in general, inasmuch as it implies that the word "health" is a noun rather than an adjective. The American Physical Education Association now recognizes its mistake in accepting the phrase, "health and physical education." The term, "physical and health education," obviates confusion by placing health distinctly as an adjective describing the curriculum of health education.

The Graduate Committee, therefore, petitions you to consider such a change in terminology favorable and to take what official steps are necessary to secure the change.²⁶

The aims of the Department for the academic year 1932-33 were as follows:

The Ohio State University, through its Department of Physical Education, attempts to interest all students and members of the faculty in wholesome physical activity.

The aim of the department is to bring about the participation by students and faculty in games and sports that are inherently worthwhile and to see that this participation is productive of the greatest possible good in the way of developing and maintaining health, in providing valuable social experiences, and in supplying the kind of leadership that will tend to develop in the students desirable standards of conduct.²⁷

²⁶Ibid.

²⁷"Manual of Physical Education for Men," The Ohio State University, September 27, 1932, p. 3.

An interesting development occurred in May of that year when Drs. Richard Steinmetz and Stanley Mazoff of the staff of the Ohio Penitentiary requested the physical education department at Ohio State to help in establishing a program of physical education for the inmates at the Penitentiary.²⁸ The department agreed and the following plans were agreed to:

(a) That the department would assume responsibility for the technical phases and personal assistance necessary to get the program started.

(b) That as soon as possible the personnel within the Penitentiary should be developed to handle the various activities.

(c) That the University would maintain constant supervisory affiliation with the Penitentiary and would provide either a University staff member or a graduate student to carry on this supervision during the summer and the following academic year.²⁹

Mr. Wood and Dr. Oberteuffer of the physical education department visited the Penitentiary to make a preliminary survey of the outdoor recreation possibilities. Their first recommendation was to begin the program as soon as possible with rhythmic exercises and recreation ball. Later, plans were submitted for the construction of a drill stand, volleyball courts and ball fields.³⁰

On June 12, Mr. Staley of the department got the program under way beginning with the exercises, followed by

²⁸Delbert Oberteuffer, "Report of the Development of the Recreation Program at the Ohio Penitentiary," July 25, 1933, The Ohio State University Archives.

²⁹Ibid.

³⁰Ibid.

baseball. A short time later three baseball leagues were established and regular hours of recreation were established for these three groups.³¹

One week later, a group of five graduate students "were enlisted" to conduct the baseball program. Later in the month volleyball was introduced and leagues were formed in this activity also. At the end of July, the graduate students terminated their services and George Staten (presently director of ticket sales for the athletic department at Ohio State) of Ohio Wesleyan University agreed to remain as the representative of the department for technical supervision of the program.³²

According to Dr. Oberteuffer and Mr. Staten, the program was extremely well received and problems were almost non-existent. The inmates loved it and when not participating became great fans. George Staten related this story that took place during a baseball game:

We had a pitcher on one of the teams that took forever and a day between pitches. Finally the umpire got tired of the delay and told him to hurry up. The pitcher looked at him and said why should I hurry, I've got 20 years.³³

During the summer of 1932, the president appointed a special faculty committee of three to "study the nature and

³¹Ibid.

³²Ibid.

³³George Staten, Private Interview at his Office, St. John Arena, March 15, 1969.

extent of the University courses and activities and the educational functions of the University in general."³⁴ In short, they were to study every phase of the University and make recommendations that would eliminate all the "dead wood" which would in turn make the University a more efficient institution.³⁵ The committee members were Professors Klein, Wittke, and Smith and they were given a year of release time in order to accomplish their task. This report came to be known as the Klein Report since Professor Klein served as chairman, and the agreement was that each department would have the opportunity for rebuttal in the event they did not like the recommendations made concerning their specific area.³⁶ As a result of the formation of this committee, the physical education department was soon faced with a severe threat to their survival on campus.

According to Dr. Oberteuffer, there were two reports concerning physical education submitted by this committee. The first one was favorable while the other was not. The first contact with the committee came when Mr. St. John and Dr. Oberteuffer were asked to appear at a hearing of the Klein Committee during the winter quarter, at which time

³⁴Special Bulletin, The Ohio State University, August 12, 1932, The Ohio State University Archives.

³⁵Delbert Oberteuffer, Personal Interview at his Office, The Ohio State University, April 10, 1969.

³⁶Idem.

Professor Klein proposed that physical education, social administration, nursing and medicine be combined into a single department to be known as the Department of Human Welfare. The representatives of nursing and medicine, who were also present at this meeting, objected violently and wanted no part of such an organization.³⁷

The hearing ended on this note and as it turned out, this was not only the first hearing but the last. At no time prior to, or after this hearing were there any visitations to the department by any member of the special committee.³⁸ Nothing more was heard from the Klein Committee the rest of the year until June when their final report was distributed to all departments on campus.

The most critical issues in the Klein Report concerning Physical education were as follows:

1. That the undergraduate training for these two groups (physical education and recreation) is sufficiently alike that it can be cared for in one curriculum with reasonable opportunities for electives.
2. . . . the courses in physical education must be quite completely revised and reorganized with much greater emphasis on the scientific basis of health and exercise and much greater attention to the social implications of physical and health education.
3. It is evident that a program of this kind . . . must provide a sound scientific basis in the fundamental sciences; otherwise it cannot use above familiarity and proficiency in a number of physical skills or sports. . . . a critical

³⁷Idem.

³⁸Idem.

examination of the present courses and curricula in the Department of Physical Education indicates clearly that insufficient attention is being given to the fundamental sciences from which physical and health education emanates and too much attention to the teaching of physical skills and sports, and this Committee is of the opinion that the emphasis must be shifted from physical skills to fundamental training in the physical, biological, and social sciences.

4. . . . these (activity) courses should remain fixed requirements as they are at present, and that all University rules with respect to grades, absences, etc., should apply to them, but that these courses should not be counted in computing quarter-hours or point hour ratios for any purpose. These courses should be announced in the bulletins as courses which do not give university credit.
5. That no provision be made at the present time for the development of graduate work in physical and health education.
6. That the curriculum for teachers of physical and health education and recreational leaders contain as a minimum the following scientific requirements:
 - a. Chemistry - 10 quarter hours
 - b. Physics - 10 quarter hours
 - c. Physiology - 10 quarters hours
 - d. Psychology - 10 quarter hours
 - e. History and Social Sciences - 20 quarter hours
 - f. Zoology - 10 quarter hours
 - g. Anatomy - 10 quarter hours
7. That the amount of attention given to instruction in physical skills, games, sports, etc., be reduced to a minimum, and that there be a corresponding increase in emphasis on the physiological aspects of physical and health education and on its social implications for the individual and the community.
8. That the following courses be withdrawn:
 - a. Physical Education 451 - Theory and Practice of Physical Education - 3 hours, as unnecessary repetition.
 - b. Physical Education 649 - Camping: Its organization and administration - 3 hours, as not of university standard.
 - c. Physical Education 683 - History of Physical Education - 3 hours, as this work has been transferred to the Department of Education.
9. That courses predominantly devoted to physical and game skills be restricted to the following . . . each carrying two hours of credit instead of the

three previously allowed in most instances. . . .

Physical Education 443 Track
 Physical Education 445 Gymnastics
 Physical Education 446 Football
 Physical Education 447 Baseball
 Physical Education 449 Basketball
 Physical Education 498 Swimming
 Physical Education 450 Tumbling
 Physical Education 542 Gymnastics
 Physical Education 545 Hockey
 Physical Education 546 Basketball
 Physical Education 547 Baseball
 Physical Education 549 Swimming
 Physical Education 550 Dancing
 Physical Education 551 Tennis³⁹

Dr. Oberteuffer described what happened next:

I was at home asleep. About 11 P.M. the phone rang and it was Saint. He asked if I had seen the Klein Report and I said no and that I didn't realize it was out. Saint told me to get dressed and come over to his office right away (it was not unusual for St. John to work from noon until midnight). I looked the report over, and they just killed us. If this report had been accepted we would have been dead. Well, Saint and I discussed the report at some length. He gave me paper and pencil and told me to jot down the ideas he was about to express. For the next 20 minutes or so he spoke brilliantly and then asked if I had any ideas and I said yes. He said O.K. use them, and I want our rebuttal on the President's desk by noon tomorrow. Well I went back home and began to write and got the report finished by morning. Gladys Palmer, Hersey, Metcalf, Saint and I went over it, made a few changes and had it in the President's office by noon.

The Departments rebuttal, a 23 page document, was organized into six areas.

1. The broad vision of an enlarged physical and health education curriculum.
2. Graduate professional courses.

³⁹Third and Final Report of the Committee on University Courses, Activities and Program--Physical Education, Arthur J. Klein, Chairman (The Ohio State University, June 8, 1933), pp 1-17.

3. Undergraduate professional courses.
4. Withdrawal of credit for service courses.
5. Agreements with the committee.
6. Summary.⁴⁰

The Department had found some agreement and took some exceptions to the Klein report and it was the purpose of this response to discuss the exceptions, primarily.⁴¹ They agreed that:

(a) the name of the Department be changed to the Department of Physical and Health Education.

(b) The academic program be budgeted in the College of Education under the supervision of the Dean of that College.

(c) The Head of the Department designate an assistant to be in immediate charge of the academic program.

(d) A five year curriculum be provided for the training of teachers as soon as such a general program has been worked out by the College of Education for teachers in all fields.

(e) Physical Education 441 and 442 be combined into one three hour course.

(f) Physical Education 451 be withdrawn.

(g) Physical Education 683 be transferred to the Department of Education.

(h) Possibly some, but certainly not all of the Theory and Practice of Physical Education courses be reduced to two credit hours.⁴²

On all other points, they disagreed with the Klein Committee. The summary of the response states:

⁴⁰The Department of Physical Education, A Response to the Third and Final Report of the Committee on University Courses, Activities and Programs (Columbus, Ohio: The Ohio State University, 1933), p. 1.

⁴¹Ibid.

⁴²Ibid., p. 22.

. . . We feel keenly that certain injustices and mistakes would be made if the Report of the Committee were accepted. We feel that many of the statements made by the Committee were made without benefit of facts, and without criteria. Some of the statements have no reasons cited for their origin and indicate no general understanding of the purpose or machinery of modern physical education as it is developing over the nation. . . .⁴³

Almost a year went by before the Department received any reaction to their rebuttal. The president had separated the rebuttal into two areas--student welfare and curriculum and sent these to two separate committees for their study.⁴⁴ Dr. Wilce was appointed chairman of the committee concerned with student welfare and the rest of the report was sent to the Council on Instruction.⁴⁵ Dr. Oberteuffer went on to explain:

We met with Dr. Wilce's Committee first and didn't run into any real problems, but the meeting with the Council was something else. Saint stayed about five minutes because he was supposed to fly to Chicago, and there I was all by myself. We met for about 3 1/2 exhausting hours and the questions came from all directions. But when the meeting was over, the Klein Report was turned down, we had won!

I believe this was one of the most critical periods in the history of physical education on this campus.⁴⁶

By 1935, the contributions of the physical education department were not confined to the students on campus alone

⁴³Ibid., p. 23.

⁴⁴Oberteuffer, Personal Interview.

⁴⁵Ibid.

⁴⁶Ibid.

but included the people of the entire State of Ohio. The staff was frequently called on to suggest improvements in public school physical education programs throughout the state; assisting industry in organizing recreation programs, and assisting city recreation departments in organization and operation. In addition, the department staff was constantly visited by recreation people, physical educators and other individuals seeking help and information concerning their own particular professional problems. The department was often called upon to provide officials for athletic contests of all kinds and frequently served as text examiners and troop counsellors for the Boy Scouts, Girl Scouts and Campfire Girls.⁴⁷

The faculty also gave valuable assistance to the State Government. Outlines of recreation programs for community groups were prepared for the State Relief Commission; the supervision of physical and health education for the Ohio Department of Education was done by Dr. Oberteuffer; a physical education program was organized for the Ohio School for the Blind and the Ohio Hospital for the Feebleminded; and the Basketball Officials Rating Examination for Women in Ohio was developed by the women's division.⁴⁸

⁴⁷A Report, "Public Services of the Department of Physical Education," The Ohio State University, January 15, 1935 (N.A.), pp. 6-7.

⁴⁸Ibid., pp. 7-8.

Advisory service through committee membership or as officers by the faculty members was also rendered in the many national organizations such as: American Physical Education Association, Mid-West Physical Education Association, National Collegiate Athletic Association, National Basketball Rules Committee, National Track Rules Committee, Women's Athletics, The Basketball Coaches Association, The Executive Committee of the American Olympic Committee, Western Conference Intramurals Director's Society, The Ohio Committee of the Women's Division of the National Amateur Athletic Federation and the Women's Baseball Rules Committee.⁴⁹ There were many important contributions made too, through the media of books, monographs and articles written by the men and women of the Physical Education Department.⁵⁰

The Department had not only come to be considered a clearing house for information pertaining to sports and recreation activities in the State of Ohio but their influence was also felt nationally.

The men's division was organized along the following lines.

Mr. Sam Cobb was in charge of the basic instruction program in these years prior to World War II. Dr. Duffee

⁴⁹Ibid., pp. 9-10.

⁵⁰Ibid., p. 13.

arranged physical examinations for all freshman men the first week of each school year. This was done in the men's gymnasium and he used medical students and interns to give the various examinations as the men moved from station to station in the examination process. He arranged, through St. John, to issue free football tickets to the young men who helped in conducting these physical exams.⁵¹

As for the rest of the program of physical education Dr. Oberteuffer and Dr. Ashbrook conducted the graduate program, since they were the only Ph.D.'s on the staff. Leo Staley was in charge of teacher education until 1938 when he became intramural director. When this happened, Dr. Ashbrook took over the teacher education and Richard Larkin became his assistant.⁵² Among Dr. Ashbrook's innovations were: the establishment of a placement service for graduates in physical education; the senior recognition dinner and award to the outstanding senior; the introduction of laboratory work in conjunction with methods courses and the establishing of a Saturday morning boys recreation program, for sons of faculty, for both the men and women's divisions. The teacher education program was subsequently directed by Richard Larkins, Lewis Hess and Chalmer Hixson.⁵³

⁵¹Willard Ashbrook, Private Interview at his Office, The Ohio State University, April 24, 1969.

⁵²Ibid.

⁵³Ibid.

The adaptive program had begun in the early 1930's under Dr. Metcalf, followed by Dr. Howard. During World War II, Dr. Daniels took over this part of the program and when he left Ohio State in 1957, Dr. Ashbrook assumed this responsibility for the major students and is now assisted by Dr. Walter Ersing whose main responsibility is the service class adaptive program.⁵⁴

By the end of the 1936-37 school year, records show that the women's division had grown in enrollment from 256 girls in 1902 to 5291 in 1937 and the program had evolved into some 28 different activities as compared with the program of calisthenics and apparatus work in 1902.⁵⁵

The professional enrollment in the women's division for this same year was 110.⁵⁶ In addition to the student teaching experience, the physical education majors also served two quarters at one of the following community centers: Gladden Community House, Beatty Center, St. Vincents' Orphanage, Alfred Willson Children's Center, Broad Street Methodist Church and the White Cross Hospital.⁵⁷ This program was originated by Katherine Hersey Oberteuffer because she felt that direct laboratory experiences for

⁵⁴Idem.

⁵⁵Annual Report of the Board, 1937, p. 83.

⁵⁶Ibid., p. 84.

⁵⁷Ibid., p. 84.

prospective teachers was extremely important and that this experience should come very early in their professional preparation.⁵⁸

The professional enrollment in the men's division was 130 students plus some 175 graduate students enrolled in summer school.⁵⁹

In 1938 an effort was made by Dr. Oberteuffer and Dr. Ashbrook to establish a research lab in some of the office space in the natatorium building, but met with no success since Mr. St. John was "cool" toward the idea. Consequently any research of this type was carried on with Dr. Hitchcock from the physiology department and the first dissertation ever done in the physical education department on the "Physiology of Exercise" was done by Willis J. Baughman nine years later, in 1947.⁶⁰

The Women's Recreation Association continued to grow in popularity and in activities offered. One of the more interesting activities of the W.R.A. was the beginning of the Mirror Lake Night Club in 1938. This was a Friday night event at Pomerene Hall and included badminton and table tennis in the gymnasium, bingo and cards in the grand lounge, dancing in the formal lounge and a floor show in the

⁵⁸Katharine Oberteuffer, Private Interview in Her Home, June 4, 1969.

⁵⁹Annual Report of the Board, 1938, p. 143.

⁶⁰Idem.

cafeteria. The admission charge was only 25¢. The effects of the depression were still being felt, so this activity was designed to provide entertainment on campus at a very nominal charge to the students.⁶¹

Other clubs functioning in the W.R.A. at that time were the Archery Club, Badminton Club, Boot and Saddle, Bowling Club, Field Hockey Club, Foil and Mask, Golf, Orchesis, Outing, Physical Education Club, Swan Club and Tennis Club. Intramural tournaments were an integral part of the women's physical education program too. That year, tournaments were held in:

Fall Quarter

Hockey
Soccer
Badminton
Table Tennis

Volleyball
Bowling
Swimming

Winter Quarter

Basketball
Bowling
Badminton
Table Tennis

Spring Quarter

Baseball
Tennis
Badminton

Bowling (mixed
doubles)
Archery
Golf

The activities offered in women's physical education curriculum were:

⁶¹Women's Recreation Association, The Ohio State University, 1938-1939, p. 4.

Fall Quarter

Diving	Badminton	Bowling
Golf	Fencing	Folk and Tap Dance
La Cross	Hockey	Individual Gymnastics
Social Dance	Modern Dance	Soccer
Volleyball	Swimming	Tennis
	Table Tennis	Diving

Winter Quarter

Badminton	Basketball	Bowling
Diving	Fencing	Folk and Tap Dance
Golf	Baseball(Indoor)	Individual Gymnastics
Modern Dance	Social Dance	Swimming
	Volleyball	

Spring Quarter

Archery	Badminton	Diving
Fencing	Golf	Individual Gymnastics
La Crosse	Modern Dance	Baseball
Swimming	Tennis	Recreational Games ⁶²

The year 1939 saw the first Ph.D. candidate in physical education at Ohio State graduate. His name was William Lauritsen.⁶³

About this time in history the threat of another World War began to permeate the countries of the world as Adolph Hitler had his massive German Armies on the march in Europe. Even though the United States would not be directly involved until December 1941, preparations for war actually began several years prior to that.

The men's division of Physical Education began making its contribution to national preparedness in 1939 when it

⁶²Ibid., pp. 5-20.

⁶³Ashbrook, Personal Interview.

offered two special classes for the improvement of physical fitness. One of these classes was offered for credit to the male students and the other was offered to non-students who resided in Franklin County. These courses were designed specifically to provide an opportunity to men who would soon be inducted into military service, to become physically fit.⁶⁴ Physical fitness was to be the key word in physical education, for men at least, for the duration of the war.

In 1940 a national committee was formed to report on the "contribution of College Physical Education to National Preparedness" with Dr. Oberteuffer of Ohio State as chairman. This report was adopted by the College Physical Education Association in December, 1940.⁶⁵ The introduction of this report points out the concern of physical educators for their programs, as the country was on the brink of war.

. . . We allege that we know what our democratic freedom is and how it is to be preserved. Our allegations now must be established and we in physical education are called upon to show clearly our relationships to a college education which produces an educated, informed, strong and urbane citizen of a democracy. Our programs must contribute to this democratic way of life. . . .

Whatever kind of a program we have in our respective institutions deserves an examination to see whether it is good in terms of democratic purposes . . . whether its structure in itself is

⁶⁴ A Report, "War History--1940-1945," The Department of Physical Education and Athletics, The Ohio State University, p. 5.

⁶⁵ Report of the Committee on the Contribution of College Physical Education to National Preparedness, Delbert Oberteuffer, Chairman (New York, 1940).

a living demonstration of equality in opportunity and whether it is educational in the fullest and best sense of that word.⁶⁶

A number of recommendations were made concerning the national organization, but the recommendations directly relating to programs of physical education show the direction physical education would follow during these war years. These were to serve as guidelines for colleges and universities.

It is recommended:

- a. That, in the main, no radical or sharp departures in the content of local programs be advised but instead that a reaffirmation be made of our belief in a sound modern program of games, sports, athletics, hygiene, intramural and varsity athletics, and health services as the best instruments for preparedness.
- b. That our college programs of health examinations, remedial procedures, health instruction and health guidance including mental hygiene be wisely and powerfully increased to the end that maximum service in preparing a healthy college population be achieved.
- c. That the Association encourage its individual members to intensify and improve the activity programs which they are now conducting.
- d. That the Association reaffirm and make clear to all concerned that it believes the best contribution which physical education can make to the preparation of college students either for military service or for life in a democracy is in a program which extends active instructional, recreational and competitive opportunities to every man and woman in college chosen appropriately in accordance with individual needs.
- e. That the Association endorse such a pattern of health and physical education for colleges and universities as will require all students to receive instruction in physical education and health education adapted to their individual needs.

⁶⁶Ibid., pp. 1, 2.

- f. That in such programs as our colleges offer the instruction be not limited to activity skills alone but that demonstrable ends in strength, endurance, social acceptability and understanding appreciation of democratic process be urgently and tangibly sought.⁶⁷

In 1941, the women's division of physical education at Ohio State made another move that was to have national significance for the women's program, when they sponsored the first women's National Collegiate Golf Tournament and conducted it on the University Golf Course.⁶⁸

At first glance this does not appear to be such an "earth shaking" event, but it was in fact, just that as far as women's physical education was concerned. In order to fully appreciate the impact this made on physical educators throughout the country, it is necessary to understand the attitude toward women's sport competition at that point in history.

From the very beginning of physical education in schools and colleges, competition in athletics for women has been a point of controversy and the general attitude toward it over these many years has been extremely negative.⁶⁹

In the middle 20's, women physical educators began to experiment with "play days" for the girls. In 1929 the

⁶⁷Ibid., pp. 4, 5.

⁶⁸Mary Yost, Private Interview at Her Home, April 15, 1969.

⁶⁹Idem.

women's division at Ohio State decided to attempt a play day which was sponsored by the Athletic Board. They invited 100 girls from Ohio Wesleyan including members of the Glee Club and Y.W.C.A. as well as the various teams and sports clubs. These kinds of events were normally all day affairs with folk dancing, singing, meetings, and banquets as well as games out on the fields or in the gymnasium. The teams were often chosen just before competition began which meant that all the teams were composed of girls from each of the schools participating in the play day. It was felt that this would do away with the inter-college antagonism and put the activities of the day on a social basis.⁷⁰ Play days of this nature became an integral part of women's physical education for many years.

The medical profession had some feelings about sports competition too which further added to the controversy. It was the opinion of some medical people that strenuous physical activity was harmful to women to the extent that it might have adverse effects on their child bearing function; there were those who felt that women did not possess enough emotional stability to stand the pressures of competition, while others simply believed that it just was not "lady-like." It is important to understand too, that women were considered by many as "second class" citizens in the early

⁷⁰Idem.

1900's whose place was in the home raising a family, not out playing games or otherwise becoming involved in the man's world.⁷¹

In spite of these attitudes towards competition for women that had carried over up to the beginning of World War II in 1941, the women's division at Ohio State under the leadership of Gladys Palmer felt very strongly that intercollegiate sports competition for girls could provide some very distinct educational opportunities and that the highly skilled girls should have an opportunity to compete in intercollegiate competition.⁷²

Obviously this was an unpopular belief, but it was not the first time the faculty of the women's division at Ohio State University would "buck the system" when their convictions, as to what was good for the girls, indicated a course other than the one everyone else was following. Dr. Mary Yost who was on the staff at Ohio State when the first tournament took place summed up the attitude of her co-workers this way:

We at Ohio State were among the minority who believed that competition in sports, when properly organized and directed, had a contribution to make to the education of college women and therefore was as much our responsibility as our required, teacher

⁷¹Idem.

⁷²Idem.

education, and intramural programs. As a result we decided to act upon or convictions.⁷³

The ground work for the tournament began to take shape in 1938 when Gladys Palmer, chairman of the Women's Division at Ohio State presented a paper to the midwest College Physical Education Society in Evanston, Illinois, concerning sport competition for women. Actually, women physical educators did not have an accepted policy in this matter and much confusion existed as to who believed what about sports for women.⁷⁴ Miss Palmer's presentation was an effort to clarify the situation. She pointed out a statement from a book Athletics in Education:

The women leadership in Physical Education is opposed to interschool and intercollegiate contests for girls and women. The women should know best what they want in education and it would seem best to accept the statement of women for women's activities. On the other hand the present leadership in women's athletics which refuses to sanction interschool competition is not receiving the full support of the women in the field and of the girls themselves.⁷⁵

She then pointed out that the "Proceedings of the Athletic Federation of College Women" for the year 1936 said, "That intercollegiate relations are desirable when emphasis

⁷³Speech Prepared by Mary Yost for the 25th Anniversary of the Women's National Golf Tournament, June 19-25, 1966.

⁷⁴Gladys Palmer, "Policies in Women's Athletics," Journal of Health, Physical Education and Recreation, IX (November, 1938), 565.

⁷⁵Ibid., 65-67.

is placed on social contact and enjoyment of the activity."⁷⁶

And yet, some women were in fact competing in various tournaments conducted by agencies other than colleges or universities in different parts of the country--tournaments such as, tennis, swimming, skating, basketball and even squash rackets. This kind of thing simply added to the confusion in the minds of many as to just what the "official attitude" was, or what it should be.⁷⁷

According to a report written by Miss Palmer, certain changes took place in women's physical education that indicated a need for a close look at the various attitudes towards competition.

1. Girls and women were being encouraged to become active in athletic activities.
2. Sports instruction and competition became a part of the required and supervised program of Physical Education in schools and colleges.
3. Recreation centers were created throughout the country.
4. State legislation for Physical Education became widespread.
5. Opportunities for teacher training became widespread.
6. Interest in participation moved far in advance of trained leadership.
7. Local and national organizations for promotion of sports flourished.⁷⁸

There were, at the time, two national organizations in existence that had been created to set up guidelines for

⁷⁶Ibid., 565.

⁷⁷Ibid., 565.

⁷⁸Ibid.

women. They were, the Women's Division of National Amateur Athletic Federation, 1923, and the National Section on Women's Athletics of the AAAPER established in 1937.⁷⁹ The Women's Division of the N.A.A.F. established a twelve point program aimed at encouraging the promotion of sports and games for all girls and women and to establish "such ideals and principles in connection with sports and games as well as make certain that they were wisely chosen, wisely promoted and wisely supervised." Their slogan was "a game for every girl and every girl in a game."⁸⁰

Miss Palmer then, made 15 recommendations of her own, for the consideration of all women physical educators, with the hope that these would establish a workable set of guidelines for sports competition for women that everyone could live by.

I believe we want:

1. Women who participate in sports to do so in relation to the more important things in life;
2. The selection and appointment of qualified women coaches, officials, and tournament leaders;
3. Supervision of the physical condition of players;
4. Understanding and achievement of right social relations;
5. Women to compete only in women's events and suitable mixed events;
6. No distinction made in women's sports between so-called amateurs and professionals;
7. An attitude of alertness to excellence of play;
8. Provision made for all players to participate and to compete in terms of actual ability and maximum expertness;

⁷⁹ Mary Yost, op. cit.

⁸⁰ Gladys Palmer, op. cit., pp. 566-67.

9. Women to admire excellence for its own sake, whether it be their own or that of an opponent;
10. Defeat accepted with dignity, self respect and goodwill;
11. Achievement to be its own reward;
12. To give pleasure and joy to those participating;
13. Fine competitors and fine sportswomen;
14. A sound mental attitude toward sport;
15. Women who participate in sports to do so without losing their natural feminine charm.⁸¹

Evidently, some thought had been given to a women's tournament of some kind before Miss Palmer made her presentation at Evanston and perhaps this was an effort too, to send up a "trial balloon" to see what kind of reaction her proposals would cause. At any rate, after they got back to Columbus, Miss Geneva Watson who was on the staff at that time, said she told Miss Palmer, "Gladys, your paper was well received and I heard a lot of favorable comments. We have a brand new golf course, golf is a lady-like game, lets go!"⁸² The dye was cast, the wheels began to turn, and the women began to prepare their "case" slowly but surely, although it was several years before they felt that the time was "ripe" to spring their idea of a national golf tournament on the women in the profession.

Shortly after this the Midwest District of the A.A.H.P.E.R. had their annual convention and the announcement of the proposed golf tournament at Ohio State hit the

⁸¹Ibid., 586-87.

⁸²Geneva Watson, Private Interview at her Home, February 21, 1969.

convention like a "bombshell." The women at Ohio State knew they had stirred up a real "hornets nest." Because of this reaction, the staff convinced Miss Palmer that she should go to the national convention in Atlantic City to defend their position. She agreed but said she would not go alone, so for moral support she took Geneva Watson and Mary Yost with her.⁸³

Miss Palmer had her opportunity to speak at the convention. Miss Stein described what followed: "Well, let me tell you, when Gladys finished, the roof fell in. The other women not only rejected the proposal, they even stopped speaking to us and began to avoid us. It was awful."⁸⁴

Mary Yost recorded the following notes which cover some events of the next few days of the convention.

Sat. A.M. executive committee receives letter from M.B. who says we are untimely--committee decides to squash us as this is a publicity stunt. Sun. P.M. we arrive in midst of resolutions committee gathering material--Miss P. asked to talk and asked by leader to sit down--whole business pushed off--Watson and Mary Yost to tea where we were first ignored, then jumped on. Sun. nite--V.P. only 1 of 4 that showed up for dinner--she sat on a fence. . . . Mon. P.M.--pushed off business in a hurry to get to the resolutions. They were insulting.⁸⁵

Miss Watson and Miss Stein continue:

⁸³Idem, Mary Yost.

⁸⁴Jenette Stein, Private Interview at her Home, February 21, 1969.

⁸⁵Idem, Mary Yost.

We decided to go through with it anyway just to prove that it could be done. The whole staff participated in the planning and it provided a tremendous 'esprit de corps'--After all, we were all renegades together. Not only were we 'outlaws' but we were ostracized in the national association and for years none of us was elected to any offices.

Anyway, we sent the entry blanks out all over the country. We weren't sure if we'd get any response or not. The girls credentials had to be requested from the college registrars (to insure their eligibility) because the physical education people wouldn't co-operate with us. For example, a girl from Smith College tried to enter the tournament and when the chairman of the women's department at Smith found out about it, she raised Cain with the registrar and blocked the girl's entry. Well, the girl's father found out about this and he raised Cain with the chairman who eventually backed down. The girl played in the tournament.⁸⁶

Early in 1941 a series of events occurred that helped the women's staff arrive at their decision to launch the tournament the following June. Golf was very much in the news in Columbus at that time since the University Golf Course was completed and the N.C.A.A. Golf Tournament for men was going to be held on the new course this same spring. Patty Berg's presence in Columbus for the dedication of the golf course helped focus attention too, not only on golf at Ohio State but of women competing in golf in general.⁸⁷

With all things considered, it seemed like the appropriate time for the women's division to announce its intention of conducting the first National golf tournament for

⁸⁶Idem, Jenette Stein and Geneva Watson.

⁸⁷Idem., Mary Yost.

women; so, entry blanks were mailed to colleges and universities all over the country, and with it the following letter was enclosed:

The faculty members of the Department of Physical Education for Women at The Ohio State University have recognized for some time a need for well organized and efficiently directed competitive opportunities for college and university women students who have attained "above average to superior" skill in certain sports. . . .

Among the teachers of physical education in colleges and universities, there are at present two schools of thought on this subject:

1. There are those who believe that college women who become skilled in sports should seek their competition in the many local, district and national tournaments now offered by the ever increasing number of sports organizations. They believe these tournaments provide sufficient opportunity for women students who enjoy the keenest competition and therefore the educational institution need feel no responsibility for these students except to encourage them to participate in sporadic intercollegiate competition on the now popular "sports day" basis.

2. There are those who believe that competition in sports, when properly organized and directed, has a contribution to make to the education of women and that it is the responsibility of women teachers of physical education to offer supervision and administration to a program for the college women who are highly skilled. . . .

While we in education have been fearing and dealing with the "bogymen" of competition, public opinion, which has always been the arbiter of women's role in sports, has determined that girls and women should have the opportunity to demonstrate their skill in organized competition. It would be foolish to attempt here to survey the rise of women in sports during the past twenty years. You are familiar with the fact that out-of-school organizations have provided and promoted competitive opportunities for girls and women in literally dozens of sports and that thousands of girls from twelve to twenty-five years of age are taking advantage of these opportunities. Women could compete during 1940 for local, district and national championships in: Archery, Badminton, Basketball, Bowling, Fencing, Figure Skating, Golf,

Horseback Riding, Lawn Tennis, Riflery, Roller Skating, Skiing, Softball, Speed Skating, Squash Racquets, Swimming, Table Tennis and Track and Field Athletics. There are almost as many different organizations conducting these tournaments as there are activities. These are efficient organizations developing their sports in an orderly way. Their primary purpose is to establish championships. Most of these organizations are necessarily financed by memberships and paid admissions to contests. Most of them take no responsibility for the health of the entrant. Most of them divide their interest between the participant and the spectator. Most of them have varying rules and regulations concerning eligibility, amateurism and professionalism. These characteristics of organization are not in keeping with the standards approved by the American Association for Health, Physical Education and Recreation although for the purpose these organizations have in mind many of them conduct very fine tournaments which meet the needs of our sports-loving population. It still remains the privilege of each individual girl to decide for herself whether or not she will prepare herself for these intense competitions. It remains the function of the teacher in the school to so inform herself that she will be capable of giving sound guidance when guidance is sought.

Because we at Ohio State acknowledge the elements of individual differences and because we are confident that teachers of physical education are the most capable of making constructive use of intercollegiate competition we are among those of the second school of thought who believe that competition has a contribution to make to the education of women and that college directors and teachers should offer supervision and administration to a program for those who are highly skilled. We believe that members of college and university faculties can create a pattern for women's intercollegiate sports competition which will place sports in their true relationship to other activities and which will make our physical education programs richer and broader.

Furthermore we believe that the best insurance for orderly development of this phase of the program would be an association of college directors and teachers to be known as the Women's National Collegiate Athletic Association whose specific function would be to determine practices in sports competition directed toward the best interests of the college woman. The point of view on standards which the national directors and teachers now hold would give assurance that that any practices developed would stress the

enjoyment of sports, the entertainment of the participants, satisfactions beyond the winning of a match, friendly cooperation and the development of good sportsmanship and character. We believe that this attitude of the leaders would permeate the competition. If the college teachers will assume their responsibilities, it is our hope that in order to secure the best values for college women, they will oppose: (1) paid admissions in connection with any kind of intercollegiate competition for women students; (2) any procedures which tend toward the exploitation of the individual for the enjoyment of spectators or for the athletic reputation of the college; (3) any teaching which creates the student opinion that performance is a reflection of the ability of the teacher or the reputation of a school; (4) any practices which over-emphasize the making or breaking of records or the winning of championships; (5) distinguishing between so-called amateurs and professionals in women's sports; (6) any practices which violate the standards as set forth by the American Association for Health, Physical Education and Recreation.

We hope that such an organization would move rather slowly in developing this phase of the program but that it would move. Courage wisdom and foresight must be used by the college directors and teachers in the solution of this problem unless we are willing to turn over our responsibilities to efficient but less capable organizations.

As an experimental step toward the assumption of leadership, by the college personnel, of competitive opportunities for the highly skilled college woman, the Ohio State University is inviting undergraduate college and university women to participate in an intercollegiate golf tournament, June 30th to July 3rd, 1941 in Columbus. We have proposed that no college woman may enter this tournament unless her entry blank is signed by the woman in charge of her physical education program. The signature is to indicate that the student is in good physical condition and that her means of transportation is approved. We have appointed a committee of ten of our regular faculty members in physical education to conduct this tournament. We hope many faculty members from other institutions will visit us with or without golf clubs at tournament time. We extend a cordial invitation to you and we shall do all we can to make your stay an enjoyable one. In the

meantime we would appreciate knowing your reactions to the thoughts herein expressed.⁸⁸

Dr. Mary Yost said:

As a result of our determination to go ahead with the tournament we were severely criticized by many of our professional colleagues and for awhile it looked as though there would be more faculty members from other schools here to investigate us than there would be contestants to play. . . . But a last minute rush of entries assured us of a tournament.

Our three main concerns were:

1. Unfavorable publicity--looking back through the scrapbooks it seems one of the biggest concerns here was that of the girls being properly dressed and under no circumstances were they to wear shorts and halters. More than once we had to rush a girl downtown to buy a golf dress to tee off in because she hadn't brought one along. Our first publicity appeared on the Society Page--this was kind of a shock to us.

2. Sportsmanship

3. Awards--our own department disapproved of awards but since this was a national tournament we compromised by presenting medals inscribed "those who strive for merit shall attain success." Later we added an OSU rotating trophy and a selection of silver letter openers for team competition.⁸⁹

Thirty-eight girls entered the competition and the tournament which lasted four days proved to be very successful, and the girls had a great time. The first team championship was won by Rollins College, Florida, while the individual championship was won by Eleanor Dudley from the University of Alabama.⁹⁰ Dr. Margaret Mordy, who became chairman of the women's division at Ohio State in 1953, said

⁸⁸Gladys Palmer, "Concerning Competition," an Open Letter to Women Physical Educators, 1941.

⁸⁹Idem., Mary Yost.

⁹⁰Idem.

she believed that this tournament was the forerunner of modern day womens intercollegiate competition in the United States.⁹¹

The committee directly responsible for the tournament that first year was composed of 10 faculty members. Gladys Palmer, Dorothy Sumption, Jennette Stein, Geneva Watson, Blanche Sohl, Mary Yost, Ann Paterson, Virginia Bone, Ellen Laughead and Gertrude Nogal.⁹²

Several months after the tournament, the country was at war. The tournament was not held again until the war ended in 1946 and this helped "cool off" many of the critics. Dick Larkins, athletic director at Ohio State pointed out to the women that unless the tournament moved to other campuses it was not really a national tournament at all but an Ohio State Invitational. The women were well aware of this but they wanted to be sure that whoever took the tournament next would conduct it in such a way that the tournament would not be hurt. In 1953 it was agreed that it would be moved to the University of North Carolina and from there it has moved to various campuses throughout the country and has continued to grow in numbers as well as in acceptance.⁹³

⁹¹Margaret Mordy, Private Interview at Her Office, February 21, 1969.

⁹²"An Invitation to College Women Who Play Golf," the First Entry Blank and Tournament Information Sent to All Colleges and Universities by the Women's Division, OSU, 1941.

⁹³Phyllis Bailey, Private Interview at Her Office, March 20, 1969.

Up until 1950, the tournament had been conducted by the Tripartite Committee on Golf representing the National Association for Physical Education of College Women, the Athletic and Recreation Federation for College Women and the Division for Girls and Women's Sports of the American Association for Health, Physical Education and Recreation.⁹⁴

In 1956 the Tripartite Committee recommended that a joint committee, of two representatives from the National Association for Physical Education of College Women, two from A.A.H.P.E.R., the executive secretary of the American Federation for College Women, and as ex-officers members, one student representative from N.F.C.W., the head of the physical education department or an appointed staff member of the hostess school for the next year and the A.A.P.H.E.R. consultant for Girls and Women's Sports, be responsible for the organization and administration of the golf tournament under the policies set forth by the Tripartite Committee.⁹⁵

The fact that the Women's National Golf Tournament was able to celebrate its twenty-fifth anniversary in 1966 attests to the fact that the foresight, determination and perseverance of the Women's Division at Ohio State was well worth the "pains" and abuse they suffered when they established this tournament. This is probably the greatest

⁹⁴Evelyn Rupert, Private Interview at Her Office, February 27, 1969.

⁹⁵Idem., Mary Yost.

single contribution to Physical Education, nationally, that the Women's Division at Ohio State has sponsored.

During this period of time when the women were preparing for their golf tournament in 1941, and in the months immediately following, the danger of the United States becoming involved in another World War was the great concern of the people in this country and it was obvious to many that the situation was getting more critical as the fall of 1941 approached.

As late as December 7, 1941 President Roosevelt was making a "last ditch" stand to preserve the peace when the Japanese bombed Pearl Harbor. We were at War! The atmosphere surrounding the University as to its total involvement in the war effort was expressed by President Bevis.

As this report goes to press the nation enters a state of declared war with the Axis Powers. In a very real sense we were at war before our whole national policy was controlled by that fact. Yet the declarations, preceded by the Japanese assault, vividly dramatized the actuality of war and heightened the war consciousness of average people. Unity came overnight.

The University has had a parallel experience. The actuality of war, undeclared though it was, was for many months apparent. University people continued to exercise their right of free discussion, and opinions on national policy varied. But the University endeavored to co-operate as fully as possible with the plans and policies of the Government. It granted leaves of absence to staff members drafted for government service. It refunded fees to students entering the armed forces. Its faculty undertook important research projects, organized training courses, helped establish civilian morale units. It trained pilots and made an important contribution to the physical examinations of aviation recruits. It tendered its service to the

Government in any way that might be desired; but more to the point, it organized continuous searching of its capacities for concrete ways in which to help, and tendered specific services to appropriate agencies as fast as any were discovered.

To the University too, the declared war has brought unity and increased tempo. The activities of faculty, students and University families are being channeled to national purposes.

Ohio State University alongside camps and factories, takes its place as an agency for arming the nation.⁹⁶

One of the early contributions to the war effort was by Dr. J. W. Wilce, Director of University Health Service (former football coach and Professor of Physical Education). He had worked out a plan of college co-operation in the appraisal of candidates for military aviation, which was subsequently adopted by members of the American Student Health Association. As a result of Dr. Wilce's efforts in this field, of "aviation medicine," the National Defense Program was implemented by the formation in colleges throughout the United States of "potential aviator supply banks."⁹⁷

The activities of the Physical Education Department at Ohio State during the war were many and varied. Many of these were services to a civilian and military student body, while others were the nature of consultative work to the many kinds of programs of physical education developed

⁹⁶Annual Report of the Board, 1941, p. IX.

⁹⁷Ibid., p. 4.

during the war years. During these war years, 22 staff members, both men and women, entered the military service.⁹⁸

At the beginning of the autumn quarter in 1942 there were 172 men enrolled in the teacher training program of physical education, but by the spring quarter there were only 47 of these men still in college. The enrollment in the women's division was fairly constant throughout these war years.⁹⁹

The whole University went on an accelerated program, encouraging students to attend summer school each year, or to increase the number of hours taken each quarter in order to complete their education sooner than the normal four years.¹⁰⁰ Another innovation was the establishing of "Twilight School" in the fall of 1942. The Physical Education Department introduced new programs too, in order to keep abreast of the rapidly changing conditions facing them. They adopted several plans.

a. The accelerated program--eleven women began this program but after one year it was no longer offered to the women since the need for them was not so critical as was the men's. This was the basic program for men all during the war.

⁹⁸Ibid., "War History," p. 1.

⁹⁹Ibid., p. 3.

¹⁰⁰Ibid., p. 4.

b. The temporary certificate--a temporary teaching certificate was granted after a student had completed student teaching, and prior to graduation.

c. The wartime minor--this made it possible for a student to become certified in physical education after one academic year or after one and one-half summer quarters. This lasted until 1945.¹⁰¹

The graduate program in physical education which had grown to become the second largest in the Graduate School of Ohio State, was severely cut back in enrollment also. In 1938 there were 175 men enrolled in graduate work in physical education and by 1943 this number had dropped to 21.¹⁰²

In 1942 the Department petitioned the University Council on Instruction for an expansion in the men's program to increase the requirement in physical education to all "able bodied male students" and the number of class sessions a week from two to three. The purpose underlying this proposal was solely to increase physical preparedness of men for military service. The normal peace time program was to be altered and the recreational type of activities were to be replaced by more vigorous ones such as: an obstacle course, climbing, running, numerous war time swimming activities,

¹⁰¹Ibid., pp. 3-4.

¹⁰²Ibid., p. 4.

boxing, wrestling, soccer, football, basketball and handball. All these activities were to be taught with the primary objective being that of developing strength and endurance. The request for approval of this program was denied. A second request was then submitted and it too was denied. In 1943 the Department once again asked the President and the Council for their opinion as to the advisability of re-submitting their request, but several months of debate and discussion in the various colleges the request was not made again.¹⁰³

While the general enrollment of the University decreased during the war, the enrollment in the women's service classes increased at the rate of approximately 75 girls a quarter until by 1943 there were 2000 freshman and sophomore girls on campus.¹⁰⁴ Since Pomerene Hall and the Field House were inadequate to handle numbers such as these, the women began to transport some of their classes off campus to recreational facilities such as golf and bowling alleys. However, gasoline rationing soon made that impossible so more classes in archery, hockey, soccer and baseball were organized and gymnastic exercises were reintroduced.¹⁰⁵ The women never felt that it was necessary to go to any unusual program to provide physical fitness for the girls, such as the

¹⁰³Ibid., pp. 5, 6.

¹⁰⁴Ibid., p. 6.

¹⁰⁵Ibid., p. 6.

men were doing. Instead they continued the kinds of activities that would contribute to the student's well being, to her social adjustment and to her personal enjoyment.¹⁰⁶

The women's sports clubs were very active during the war in providing recreation for the girls on campus and were coordinated by the Women's Recreation Association. The women's Recreation Association had previously been called the Women's Athletic Association, but because of the stigma attached to the word athletic when used in any part of the women's program, the name was changed.¹⁰⁷

Since there were so many service men on campus, the Women's Recreation Association organized the University Canteen in an effort to provide social activities for these service men and for the other students on campus as well. This was a weekly event in Pomerene Hall and each of the girls recreation clubs took a turn as hostesses for the evening. The canteen proved to be quite successful.¹⁰⁸

The greatest single contribution of the Department during the war was the development and conduct of military physical education programs on campus.¹⁰⁹ President Bevis

¹⁰⁶James Pollard, History of the Ohio State University VIII (Columbus: The Ohio State University Press, 1967), p. 111.

¹⁰⁷Geneva Watson, Private Interview, February 21, 1969.

¹⁰⁸Ibid., "War History," p. 8.

¹⁰⁹Ibid., p. 7.

cited the Department as affording "a good example of the manner in which the University program has been quickly adapted to war time needs." Rather than curtailment, he pointed out that the Department had "met, altered and intensified emphasis."¹¹⁰ In the spring of 1942 the Navy Recognition School began at Ohio State. These men were required, by military regulations, to take six hours of physical training a week. The Navy turned this responsibility over to the men's division of physical education thus making the physical education department the only university group to be directly involved with Navy training. Dr. Ashbrook was put in charge of the service class program for the Navy as well as for the study body still on campus, and according to Dr. Oberteuffer, did a magnificent job.¹¹¹

The tour of duty for these Naval officers was two months and it was staggered so that every month 150 new men came on campus. This way there were always 300 Navy men present at Ohio State. These men took physical education three days a week from 8-10 and 10-12 o'clock.¹¹²

The next military group on campus was the WTS (war training service) which was a pre-pre flight naval aviation group--they were required to take physical training 4 hours a week. After this group came the Army with 2000 men and

¹¹⁰Annual Report of the Board, 1941, p. IX.

¹¹¹Delbert Oberteuffer, Private Interview, April 17, 1969.

¹¹²Idem.

they required six hours of physical education each week. At the same time the civilian men had only two hours per week.¹¹³

At the peak of this program the men were teaching some 15,540 man hours of physical education a week, which was almost three times greater than ever before. This became the largest physical education program in the United States in terms of man hours taught, according to Dr. Oberteuffer.¹¹⁴

Dr. Ashbrook said that the facilities were so overcrowded that classes were held in every possible space imaginable, including the hallways of the men's gymnasium! While the program was intended to provide a degree of physical fitness, the normal service classes of games and sports of all types still prevailed and the program did not become one of mass calisthenics.¹¹⁵

Obviously the demands on the faculty were great and as time went on the problem became more acute as some 22 members of the department left for military service too. Dr. Oberteuffer said they used high school coaches, people on campus, 4-F's almost anyone who could walk and teach games, to plug the holes in the faculty.¹¹⁶

¹¹³Idem.

¹¹⁴Idem.

¹¹⁵Willard Ashbrook, Private Interview, April 24, 1969.

¹¹⁶Idem., Oberteuffer.

For three months in 1943 the Naval Recognition School enrolled members of the Women's Reserve and the physical training for them was conducted by Miss Alkire and Miss Yost of the Women's Division. Twelve Waves were enrolled that fall quarter.¹¹⁷

Dr. Ashbrook said that the department served as a recruiting agency for the special physical training and athletic programs in the military. He personally recommended men and upper class physical education majors to Gene Tunney of the Navy, Tom Hamilton for pre-flight and to the Army and Coast Guard as well.¹¹⁸

President Bevis had this to say about the contributions of the physical education department in the first few years of the war.

Few better examples may be found of one department within the University serving and being served by all other divisions than the department of physical education. . . .

Organized specifically to serve the entire University community and placed administratively within the President's Division instead of in a college, this department has made its influence felt widely and effectively in this second year of war.¹¹⁹

In 1944 the Athletic Directors of the "Big Ten" sponsored a move for a four year requirement in physical education. An effort was made to initiate this at Ohio State but

¹¹⁷Idem.

¹¹⁸Idem., Ashbrook.

¹¹⁹Annual Report of the Board, 1943, p. 14.

the plan was never accepted by the Council on Instruction.¹²⁰

All phases of physical education were caught up in national preparedness, including the golf course. These were "Victory Garden" years when the civilian population was encouraged to plant gardens to help alleviate food shortages. The University Gold Course made its contribution to the war by providing 50' x 60' plots of ground for victory gardens.¹²¹

In 1945 ex-servicemen, who had been battle casualties, began to enroll in the University. This created a special need in physical education where upon "individual physical education" was established. Later on this developed further into adaptive physical education.¹²² In 1948, the following citation was presented to the two individuals who were responsible for the development and conduct of the program, by the American Academy of Physical Education.

Citation: The Individual Physical Education Program for men of the Ohio State University.

The American Academy of Physical Education cites The Individual Physical Education Program for Men, developed by Professors Arthur S. Daniels and Charles R. Kovacic of the Ohio State University in the period from 1945-1948, as an effective and enlightened service to physically handicapped veterans and other students; as an illustration of intelligent adaptation of war-time learnings in physical rehabilitation procedures to peacetime programs; as a laudable

¹²⁰Idem., Oberteuffer.

¹²¹Letter from Bob Kepler to Members of University Golf Course, February 25, 1944.

¹²²Idem., Ashbrook.

instance of university and departmental cooperation in providing regular and special facilities and staff for a special program; and as a significant contribution to the development of an emerging specialty in present university physical education programs.

The Academy instructs its officers to release this citation to the public press and to send officially signed and sealed copies of the same to

Howard L. Bevis, President, The Ohio State University, Columbus, Ohio

Arthur S. Daniels, Department of Physical Education, The Ohio State University, Columbus, Ohio

Charles R. Kovacic, Department of Physical Education, The Ohio State University, Columbus, Ohio.¹²³

In 1945 there were 2505 men enrolled in the physical education service classes. The next year when the war ended the enrollment shot up to 7634 men because of the tremendous influx of ex G.I.'s.¹²⁴ The problems of the department were a single story--the expansion of the demands for instructional and other services at a rapid rate and the expansion of staff and facilities at a much slower rate. The acute problems were inadequate space and equipment, and a disproportionate high increase in enrollment at the freshman level and in graduate students.

Not only did the mass of ex G.I.'s exert pressure on the space available for physical education classes, but a question arose when the registrar of the University called

¹²³Citation from the American Academy of Physical Education, Dick Larkins Files.

¹²⁴Idem., Oberteuffer.

Dr. Oberteuffer and asked whether these men should be required to take physical education or not since they had been in service. The answer was a definite yes they should because the feeling was that no objectives in military training served the same purposes as those of physical education. As a result, Ohio State was the only University in the United States that required ex servicemen to take physical education.¹²⁵ A system of equivalents was established, however, which meant that if a man or woman had been involved in any kind of physical training in the military that was equal to that which was offered at Ohio State, specific numbers of quarters credit would be granted.¹²⁶ Dr. Oberetuffer said that over 2000 quarters of credit were allowed to the 7634 men who enrolled in the fall of 1946 which meant that 5392 actually participated in the required program.¹²⁷

Enrollment in the women's teacher training program reached a new peak during the first year after the war with 138 majors and 20 minors registered in the fall.¹²⁸ The demand for teachers of dance, especially in colleges and universities led to the establishment of a major in this field in 1946.¹²⁹

¹²⁵ Ibid.

¹²⁶ Idem.

¹²⁷ Idem.

¹²⁸ Annual Report of the Board, 1946, p. 32.

¹²⁹ Ibid., p. 32.

In 1947, St. John retired after serving the University for 36 years as Head of the Department of Physical Education and Athletics. Richard Larkins, a former Ohio State athlete who was supervisor of teacher education at the time of St. John's retirement, was named as St. John's successor.¹³⁰ Dr. Oberteuffer and Miss Palmer were chairmen of the men and women's divisions, respectively.

Summary

This 15 year period saw tremendous change take place as history moved from the peaceful years of the early 30's through a war in the 40's that changed our lives forever.

In 1932 the men's gymnasium and natatorium were dedicated and that same year Dr. Oberteuffer was employed to organize and develop the graduate program in physical education. This year also marked the beginning of graduate assistants in physical education at Ohio State.

The next year, the Men's Division established a recreation program at the Ohio Penitentiary which continued satisfactorily for several years.

In 1933, the first serious threat to physical education at Ohio State erupted when the "Klein Report" was published. The report was very damaging to the progress made in the Department up to this time but after countless meetings and debate, the Department was able to have this

¹³⁰ Annual Report of the Board, 1947, p. 43.

report turned down by the University administration.

By 1939 the whole campus began to organize for national preparedness as the threat of War loomed once again.

In the Spring of 1941, the Women's Division established the first Women's National Intercollegiate Golf Tournament which caused a great furor among women physical educators throughout the nation, but the tournament took place and has continued for the past 28 years.

During the war which began in December, 1941, the Men's Division was overwhelmed as they not only conducted a program for the civilians still in school but for various military units based on campus as well. Classes were held in every available space, including the hallways of the gymnasium in order to accommodate the large numbers of people.

In 1947 St. John retired and Richard Larkins became Athletic Director and Dr. Oberteuffer was chairman of the Men's Division.

CHAPTER VI

POST WORLD WAR II--1947-1969

In the years immediately following the war, there was a tremendous influx of students on campuses all over the country. This necessitated a corresponding increase in faculty and it was during these years at Ohio State that the greatest growth in the addition of new faculty members in physical education took place as some 18 men were added to the staff. Along with this, the curriculum was expanded a great deal also and the years immediately following the war can be described as a period of rapid growth in the Department. The surge in enrollment continued for several years, slacked off for a short period of time and has continued to grow ever since.¹

At the same time, new activities were being introduced into both the men and women's divisions of physical education, courses were being added and deleted, and in general, the department began to grow in many directions.²

After World War II, professional curriculums were developed in school health education, public recreation

¹Idem, Oberteuffer.

²Idem.

(shared jointly with Social Administration), corrective therapy and outdoor education. Individual staff members continued to participate in campus and community activities. These included the normal service on college and University committees; state, regional and national offices in professional contributions to the literature in the field.³

In the mid 50's some extraordinary work was done in the development of physical education experiences for handicapped persons. Mr. Taylor, Mr. Hewlett and Mr. Daniels developed special programs for the blind in tumbling, gymnastics, swimming, archery and others.⁴

The Graduate Program in physical education showed a gross enrollment of 154 students in 1952 with 123 of them in attendance during the summer quarter. Fifteen Master's degrees and two Doctor of Philosophy degrees were granted that year.⁵

By 1955-1956 the number of men enrolled in the basic physical education classes totaled 3400 and the major program included 225 men. The women's division enrolled 8458 women in their basic program and their major program involved 226 women. In the intramural program for men, figures

³Idem.

⁴Annual Report, Men's Division, 1955-56.

⁵Delbert Oberteuffer, "The Graduate Program Activities 1951-52," May 19, 1952.

show that 8743 men participated in 18 sports involving 891 teams. The women's program showed a grand total of 5191 participants. The total budget for the department that year was:

Physical Education for men - \$ 194,037 (10 months)
 Physical Education for women - 183,106 (10 months)
 Intramurals - men and women - 13,072 (10 months)
 Intercollegiate athletics - 1,056,970 (10 months)⁶

The following requirements were prescribed December 15, 1954 and became effective January 1, 1956. They became mandatory in the State of Ohio for everyone preparing for high school teaching after this date.

MINIMUM REQUIREMENTS FOR A MAJOR IN HEALTH EDUCATION
 AND PHYSICAL EDUCATION

for

TEACHER-EDUCATION INSTITUTIONS

The minimum requirement for the special certificate in Health Education and Physical Education valid for service in grades 1-12, inclusive, shall consist of the following pattern of training:

Professional Requirements in Health Education and
 Physical Education

	Semester Hours	Credit
Group (a) Human Anatomy and Physiology	6	6
Group (b) Principles, Organization and Administration of Physical Education, including Athletics, Recreation and Intramural Sports	6	6
Group (c) Methods and Materials in Rhythms, Games of Low Organization, Stunts, Tumbling, Apparatus, Recreational Group Activities, and Elementary School Activities	6	6
Group (d) Methods and Materials in Dance, Athletic Sports, including football, basketball, baseball, track, tennis,		

⁶Richard C. Larkins, "Report to the Department Staff", 1955.

	golf, swimming, soccer, speedball, volleyball, and others commonly used in secondary and college programs	6
Group (e)	Individual or Adapted Physical Education, including Corrective, Restricted and Therapeutic Activities, their teaching and administration	2
Group (f)	Principles, Organization, Administration of School Health Education, including School and Community Relationships, Methods and Materials for Teaching Health, and Evaluation	6
Group (g)	Personal and Community Hygiene, Nutrition, Disease Prevention and Control, Mental and Emotional Health, Health Factors in Marriage, and Problems of Medical Care	6
Group (h)	Professional electives pertinent to the field such as: Camping and Outdoor Education, Accident Prevention and Control, and Driver Education	2
	Total Semester Hours	40

NOTE: Credit for the customary required service courses in physical education are not acceptable in satisfying any of the requirements above.

MINIMUM REQUIREMENTS FOR A MINOR IN HEALTH EDUCATION AND PHYSICAL EDUCATION for

TEACHER-EDUCATION INSTITUTIONS

The minimum requirements for certification in Health and Physical Education valid for service in grades 7-12, inclusive, shall consist of the following pattern of training:

<u>Professional Requirements in Health Education and Physical Education</u>		Semester Hours	Credit
Group (a)	Biological Life Sciences: Biology, Zoology,	6	
Group (b)	Principles, Organization and Administration of Physical Education, including Athletics, Recreation, and Intramural Sports	3	
Group (c)	Methods and Materials in Rhythms, Games of Low Organization, Stunts, Tumbling, Apparatus, Recreation Groups Activities, and Elementary School Activities	4	
Group (d)	Methods and Materials in Dance, Athletic Sports, including football, basketball, baseball, track, tennis, golf, swimming, soccer, speedball, volleyball, and others commonly used in secondary and college programs	4	

Group (e)	Principles, Organization, Administration of School Health Education, including School and community Relationships, Methods and Materials for Teaching Health, and Evaluation . . .	3
Group (f)	Personal and Community Hygiene, Nutrition, Disease Prevention and Control, Mental and Emotional Health, Accident Prevention and Control, Health Factors in Marriage, and Problems of Medical Care	4
	Total Semester Hours	24

NOTE: Credit for the customary required service courses in physical education are not acceptable in satisfying any of the requirements above.

MINIMUM REQUIREMENTS FOR A MAJOR IN SCHOOL HEALTH
EDUCATION
for
TEACHER-EDUCATION INSTITUTIONS

The minimum requirement for the special certificate in School Health Education valid for service in grades 1-12, inclusive, shall consist of the following pattern of training:

	Professional Requirements in School Health Education	Semester Hours Credit
Group (a)	Human Anatomy and Physiology	6
Group (b)	Principles, Organization, Administration of School Health Education, including School and Community Relationships, Methods and Materials for Teaching Health, and Evaluation . . .	9
Group (c)	Communicable Disease and Bacteriology . . .	3
Group (d)	Basic Courses in Health (Courses required in (1) Personal and Community Hygiene, and (2) Mental and Emotional Health)	18

Related courses acceptable in this block include: Health Aspects of Home and Family, Disease Prevention and Control, Accident Prevention and Control, Problems of Medical Care, Problems of the Exceptional Child, Social Hygiene, Nutrition and Driver Education

Total Semester Hours. — 36

MINIMUM REQUIREMENTS FOR A MINOR IN SCHOOL HEALTH EDUCATION

for

TEACHER-EDUCATION INSTITUTIONS

The minimum requirement for certification in school Health Education valid for service in grades 7-12, inclusive, shall consist of the following pattern of training:

Professional Requirements in School Health Education

	Semester Hours	Credit
Group (a) Human Anatomy and Physiology	6	
Group (b) Principles, Organization, Adminis- tration of School Health Education, including School and Community Rela- tionships, Methods and Materials for Teaching Health, and Evaluation	6	
Group (c) Basic Courses in Health	12	
(Courses required in (1) Personal and Community Hygiene, and (2) Mental and Emotional Health)		

Related courses acceptable in this block include: Health Aspects of Home and Family, Disease Prevention and Control, Accident Prevention and Control, Problems of Medical Care, Problems of the Exceptional Child, Social Hygiene, Nutrition, and Driver Education

Total Semester Hours . . . 24⁷

Early in 1950, President Bevis expressed the University's sorrow at the death of Mr. St. John.

The Board of Trustees expresses its sorrow in the death of Lynn St. John, Professor Emeritus of Physical Education and Athletics. His death on September 29, 1950 age 73, one of the last of those builders of the greater University who began their service during the administration of President William Oxley Thompson. . . .

Under his directorship, the University won its first mythical Western Conference football championships in 1916 and 1917, nearly won another in 1919, and achieved engendered by these accomplishments that the Stadium campaign was launched, and

⁷"Revised Standards," Department of Physical Education, December 15, 1954.

the Stadium era actually began in 1922. Under his guidance major facilities as the women's gymnasium in Pomerene Hall, the men's Physical Education Building, the Natatorium, and, in time, the 36-hole Golf Course.

The planning and the building of these facilities are only part of the St. John story. All the while these were in the making he was strengthening the physical education and athletic staffs and working for the steady improvement and enlargement of the dual program. Of particular importance was the adoption of a sound professional program in physical education with a degree in Education. As a result of this action, Ohio State graduates are directing physical education and athletic programs in High Schools and Colleges throughout the United States.

Mr. St. John soon established himself as an important figure in the Western Conference. In time his influence, and through him that of the University, was extended similarly to the National Collegiate Athletic Association, the National Basketball Committee, the American Olympic Association, and other related agencies. The prominent part he played in these organizations is attested by the high offices he held and the long periods for which he held those offices. During World War II he was a member of the Advisory Council on Physical Training for Naval Aviation. From 1944 to 1947 he was regional adviser to the American Commission for Living War Memorials. Professionally, he was a member of the College Physical Education Association and of the American Association of Health and Physical Education.

But, while these functions and accomplishments were the visible signs of his leadership, it was the inherent qualities of the man himself that stamped him for what he was and gave unusual significance to his long service to the University. He contributed immeasurably to its permanent progress and by his example and influence added greatly to its reputation and stature. . . .⁸

While the post war years were ones of continued growth and development at Ohio State, they were also years of turbulence and internal strife that brought about changes in the

⁸Annual Report of the Board, 1950, p. 202.

leadership of the men and women's division, some alterations in the physical education requirement and the separation of physical education and athletics.

From the middle 40's until 1951 the number of head football coaches that had come and gone at Ohio State had earned the University the dubious image as the "graveyard of coaches." The President pointed out:

. . . The fact is as stark as it is unappreciated that the recreational program at Ohio State does not enjoy that security which derives from being largely tax-supported. . . . the University's sports program must make its way largely without aid from the taxpayer.

Athletic receipts mean, essentially, football receipts. Ever since the building of Ohio Stadium opened the modern period in athletic facilities, football gate receipts have paid the freight. This great dependence of the whole sports program upon the football "gate," both for operating costs and capital improvements, is not wholesome. It is the problem of athletics, and its ramifications are many.⁹

The following year, 1951, Wesley Fesler resigned as football coach, under terrific pressure. The Athletic Board said Fesler's "resignation attracted a degree of notoriety which demanded careful procedure in the selection of a successor."¹⁰ Again the President spoke of his concern:

. . . control of University athletics must remain in University hands. Yet with the football "gate" paying most of the freight for an operation with a yearly budget of \$750,000, an appeal has inevitably been made for football attendance by the entire community. . . . In this sense, college football has far outgrown its original campus status to make the team almost public property and the game's

⁹Ibid., p. 47.

¹⁰Annual Report of the Board, 1951, p. 62.

direction almost everybody's business.
 . . . How to retreat to safer ground without
 abandonment of intercollegiate athletics is the
 major problem in college athletics today.¹¹

This concern with athletics in general and football in particular has been pointed out only because this "image" might very well have been the circumstances which first caused the seeds of unrest to be planted in the division of men's physical education that, 18 years later, would bring about the complete separation of athletics and physical education at Ohio State.

No one can pinpoint precisely when the talk of separating physical education and athletics began, but all agree that the move began sometime during the early 1940's.¹² Obviously there was great concern on campus over the tremendous publicity (much of it unfavorable) given to football in particular and the fantastic pressures exerted on the football coaches at Ohio State as they came and left with alarming regularity. Added to this were the jibes leveled at the faculty in the men's division by faculty members of other departments such as, "When are you folks going to get out of the shadow of the stadium and enter the academic stream of the University?" and "Why don't you get into a college where you belong?"¹³ There were some in the men's division who

¹¹Ibid., pp. 62-63.

¹²Interviews with various Physical Education Faculty Members.

¹³Lewis Hess, Private Interview, April 28, 1969.

began to feel like "second class" citizens on campus and as time went on these feelings and ideas began to "snowball" into the inevitable showdown that would come in the middle 1960's.¹⁴ But, in the meantime there were other crises to be met and dealt with.

In 1953, Miss Gladys Palmer resigned as chairman of the women's division under very unhappy circumstances. Hard feelings had developed over the years within the women's division and came to a head, ironically, over the reassigning of some personnel in the organization of the Golf tournament the women had fought so hard to establish back in 1941.¹⁵ There were many contributing factors, no doubt, but this one seemed to bring everything to the breaking point and it caused a deep division among the women. Miss Palmer did not have the backing of the director in this matter, whereupon she resigned.¹⁶ Miss Margaret Mordy was then named as chairman of the women's division by the Board of Trustees.¹⁷ (This kind of official action has never taken place in the men's division and over the years has become a matter of real sensitivity with some of the men.)¹⁸

¹⁴Idem.

¹⁵Geneva Watson and Jeannette Stein, Private Interview, February 21, 1969.

¹⁶Idem.

¹⁷Richard C. Larkins, Private Interview, April 22, 1969.

¹⁸Idem.

Miss Mordy said that she had two primary goals when she became chairman. The first was to "heal the breach" within the women's division and the second was to get the women active in the national organizations again through committee work and through elected offices.¹⁹ Up to this point, the women had not been completely forgiven for the furor they created with the Golf tournament in 1941. After several years, both of these goals were accomplished as the breach within the women's division was healed and eventually their presence in professional organizations was felt as members of the women's division were elected to various professional offices.²⁰

In 1957, after 23 years of service, Dr. Oberteuffer resigned as chairman of the men's division. The reasons that prompt men to follow certain courses of action are varied: he might have been interested in devoting more time to reading, writing and teaching; he might have felt that 23 years as chairman was long enough; or the fact that there was dissatisfaction among some of the men concerning the organization and administration of the men's division might have been the reason;²¹ or a combination of these

¹⁹Margaret Mordy, Private Interview, February 21, 1969.

²⁰Idem.

²¹Letter from Five Senior Staff Members, to Richard C. Larkins, February 11, 1957.

factors could have prompted his resignation. Whatever the cause, Dr. Oberteuffer did resign as chairman, but remained on the staff until 1966 when he retired. He continued to serve as chairman of graduate studies until 1965--a post he had held since graduate work was established in physical education at Ohio State in the 1930's.²²

That spring a committee was formed to consider the naming of a new chairman of the men's division and to consider also the present organization of the men's division. The committee was composed of Misters Hess, Ashbrook, Mooney, Daniels, Duffee, Oberteuffer and Cushman, who served as chairman.²³ One of the first things the committee did was to establish a set of principles to serve as a guide in the organizational structure of the division. At the next meeting these were revised into the following:

1. The structure of the Division should be such that policy formulation will stem from a control committee upon which all of the major functions of the Division will be represented. Such policy will continuously be subject to the provisions of Principle #3 below.
2. Provision should be made for representative faculty participation in the formulation of Division policy.
3. All policy matters of a major nature should be brought before the faculty of the Division for its consideration and approval, or other action.

²²Delbert Oberteuffer, Private Interview, April 17, 1969.

²³"Committee on Organization of the Men's Division," Minutes, March 16, 1957.

4. Provision should be made for immediate and long range planning to insure that the responsibilities and functions of the Division will be carried out effectively in the light of changing needs.
5. Provision should be made for establishing channels through which individual faculty members, or units of the Division may make suggestions and/or recommendations relative to the structure and functions of the Division.
6. Provision should be made for establishing a channel through which individual faculty members, or units of the Division may receive a hearing on violations, conflicts, or confusions in Division policy.
7. The responsibilities and functions of unit or area supervisors and Division committees should be clearly defined.
8. There should be continuous study of the structure and functions of the Division, with changes made as needed, in order that its functions may be conducted most effectively.
9. All policies and procedures of the Division, written or not, should be in full compliance with the Rules and Regulations of the University Faculty.
10. The administrative structure and working conditions of the Division should be such to make it possible for each faculty member to approximate his full potential in terms of service to students and the University.²⁴

It was agreed too that the committee would recommend that Director Larkins request election of the new chairman by the Board of Trustees.²⁵ This recommendation was not acted upon then, nor has it ever been.

By April 29, the work of the committee was finished. Along with the 10 guiding principles, they described in

²⁴"Guiding Principles for the Organization of the Men's Division," March 16, 1957.

²⁵Ibid., March 19, 1957.

detail the duties of the new chairman; created a co-ordinating committee whose task would be to formulate, review and submit to the faculty for consideration and action major policies, rules and procedures governing the operation of the division; and created a new plan of organization as follows:²⁶

Faculty
Division Chairman
Coordinating Committee (9)

Graduate Committee	Graduate Hygiene Chairman Supervisor	Basic Instruction Supervisor
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Undergraduate Supervisor	Joint Committee ²⁷
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Subsequently, Mr. Lewis Hess was appointed as chairman of the men's division by Director Larkins, with faculty approval.²⁸ Earlier the men had requested this be done by official Board action, but this did not occur.

In October of 1957 a letter was sent to President Fawcett by Mr. Larkins, Mr. Hess and Miss Mordy, requesting that the men and women's divisions of physical education be placed under the Vice President for Instruction and Research.²⁹ Prior to 1955 they had been in the President's Division, but in 1955, Physical Education was put into the

²⁶"A Report of the Organization of the Men's Division of the Physical Education," W. P. Cushman, Chairman, April 29, 1957.

²⁷Ibid.

²⁸Richard C. Larkins, Private Interview, April 22, 1969.

²⁹Letter to President Fawcett, October 10, 1957.

Special Services area without any consultation and the feeling was that there should be a direct administrative connection with a more academic oriented area of the University structure.³⁰

Several months later Ronald Thompson, Executive Dean of Special Services wrote to Vice President Heimberger expressing the concern of the Athletic Department and Physical Education Department.

. . . The staffs of both departments agree that they want to keep the Athletic Department and the Department of Physical Education as a unit. They do not want to be a department in a college since they serve the whole University and would not want to be under the jurisdiction of any one college. They feel that there is need for thorough understanding among the various divisions in the Athletic Department and the Departments understanding would be disrupted by the transfer of the Department of Physical Education to a college. They feel that there are many advantages to the interchange of personnel and facilities with the Athletic Department and the departments of Physical Education and that this smooth operation would be interrupted if a change were made. While the departments are anxious to attain and maintain all possible academic prestige, they hope that their suggestions for possible transfer will not work against them now but that, rather, they will be permitted to continue as they are.³¹

This expression was probably one of the early "seeds" planted that eventually caused the administration to take a closer look at the organization of athletics and physical

³⁰Delbert Oberteuffer, Private Interview, April 17, 1969.

³¹Letter from Dean Thompson to Vice President Heimberger, February 11, 1958.

education which in turn led to the final separation of the two.

The negative attitude towards intercollegiate athletics for women had not changed very much up to this time, but since the women at Ohio State believed so strongly in it, a seven page policy statement was created and later revised in 1958 by Phyllis Bailey, Martha Dendy, Jean Grutzmacher, Lida Hays and Dorothy Wirthwein.³² According to Miss Rupert, the original statement served as a guide for the Division of Girls and Womens Sports when they constructed a policy statement which was to be national in scope.³³ The basic philosophy included in the policy statement at Ohio State is as follows:

INTER-COLLEGIATE POLICIES
The Ohio State University
Department of Physical Education - Women's Division
1958

As a basic philosophy on competition the staff of physical education has accepted the following as beliefs:

The majority of life experiences are of a competitive nature--with one's self, with another individual, and with groups. An individual should be educated for the world in which he lives, and the school has an important responsibility in educating individuals for competition. The education in attitudes and action may take different forms and be treated in a variety of ways. There are, however, several basic factors which must be present.

³²Inter-Collegiate Policies, Dorothy Wirthwein, Chairman (The Ohio State University, Department of Physical Education--Women's Division, 1958).

³³Evelyn Rupert, Private Interview, February 27, 1969.

1. Competitive success must be important to the individual. If one does not care if he wins or is better than another, the degree of learning will not be as great.
2. Competitive situations must not be beyond the maturity of the individual. In our physical education program, it is desirable to have individuals progress from elementary to more complex situations, as from a tournament in a class, to intramurals, to intercollegiate competition.
3. Competent educators are needed. All forms of competitive events, from elementary to advanced, must be maintained. For those who are able to profit from advanced types of competition, it is unfair to deny them this higher challenge.

Physical education classes and intramural programs are recognized as contributing to the educational development of students in our colleges and universities. Likewise, an intercollegiate program has much to contribute to student development. Each student should be encouraged to develop as much skill in an activity as ability, interest, and time will allow. We, as teachers should do everything possible to overcome the current vogue of being satisfied with mediocrity.

It is good for a student to pit his skill against others of similar ability. It is good to share the experience of a well played game. It is good to give on one's best, and to play to win by fair and lawful means. Intercollegiate competition leads to excellence of performance, a drive for achieving perfection, and pride in accomplishment.

Through intercollegiate competition, social experiences are enlarged. Companionship with teammates on trips and friendliness with students of other institutions contribute to experiences which will never be forgotten.

The Women's Division of the Department of Physical Education has organized and conducted events for a number of years in which students from other colleges and universities have competed with O.S.U. girls in one or more sports. Standards of the NAPECW and DGWS, as well as O.S.U. policies, rules, and regulations have been used as guides. The policies have been revised as needed from time to time.

Since we believe that intercollegiate sports can further the educational growth of college women we feel that the purposes of such a program at Ohio State University are as follows (patterned after the

Tripartite Golf Committee statement of purposes):

1. To provide opportunity for O.S.U. women to participate in specified sports activities with other college women of comparable skill. This opportunity should be extended to the highly skilled players as well as to those of lesser skill.
2. To provide for participation in tournaments organized and conducted in accordance with the standards of NAPECW, DGWS, and ARFCW.
3. To provide opportunity for college women to grow in appreciation of highly skilled performance and the factors which contribute to its development.
4. To provide opportunity for individuals to conduct themselves in accordance with the highest ideals of sportsmanship when under the stress of keen competition, and to observe and appreciate sportsmanship as demonstrated by others.
5. To provide for further motivation and experience in a worthy leisure time activity.
6. To provide social experiences which are a part of the total education of college students.
7. To further cultural understandings and appreciations through contact with students from other institutions.³⁴

Approximately one year later in March of 1959, the question of the place of physical education in the University structure, was raised again, this time by Dr. Oberteuffer.

SOME PROPOSED GUIDE LINES

1. The principle functions of the Department, namely, the offerings of basic physical education, basic health education, teacher education, and varsity athletics, are functions of instruction. Only the intramural sports program is offered for purely recreation purposes.

Therefore, being principally instruction in character, the work of the Department could hardly be thought of as a special service of the University, but rather as an element in the

³⁴Ibid., pp. 1-3.

total instructional program. Thus, it should be affiliated administratively with the Division of Instruction and Research.

2. Experience in basic physical education and health education is essentially a contribution to the general education of the student.
3. The principal task of the Department is that of offering basic physical education.

Therefore, the College with which the Department is most closely affiliated would be that College principally responsible for general education.

4. In its instructional aspects, the Department performs two basic functions: the preparation of teachers of health education and physical education and it instructs the general student body from all five undergraduate colleges in basic physical education and health education. Teacher education is a professional responsibility leading to a professional degree. Basic health education and physical education are functions of general education.

Therefore, if the Department are affiliated with general education (The College of Arts and Sciences), the professional curriculum for teachers and its degree (Bachelor of Science in Education) could and should remain under the jurisdiction of the College of Education. At the graduate level, the autonomous relationship to the Graduate School would remain preserved.

5. Intercollegiate athletics are considered, on this campus at least, to be outside the purview of academic instruction.

6. The administrative affiliation of health education, physical education, and intercollegiate athletics is not a requisite for the appropriate growth of health education and physical education.

Therefore, a separation in name, fact, and administration between intercollegiate athletics and the instructional elements of health education and physical education should follow the existing separation in physical location.

7. If affiliation with any existing college is unacceptable or unwise then there would seem to be only one other solution, namely to form a School of Health and Physical Education and place the School directly in the Division of Instruction and Research.³⁵

³⁵Delbert Oberteuffer, "Some Proposed Guide Lines," March 13, 1959.

In July, the coordinating committee wrote to Dean Thompson urging him to take whatever steps were necessary to have the Board of Trustees officially recognize the chairman of the men's division. They also pointed out that they felt that the men's division should become a department.³⁶

President Fawcett then raised two questions.

1. Should Physical Education for men and women continue under the Department of Athletics?
2. If there is to be a recognized chairman for men, it follows naturally that there would be one for women. Do we need more than one chairman for the entire Department, if a change is anticipated?³⁷

In the meantime a long dreamed of research laboratory was established and Donald Mathews was employed as Co-ordinator of Research for the Department of Physical Education. Dr. Hess in his role of chairman was primarily responsible for this and the funds were made available when he obtained a grant from the National Institute for Health for \$10,000 which the University agreed to match.³⁸ The lab has grown not only in size and equipment but in stature as well as its reputation has become known nationally and in fact, internationally. The fact that the laboratory has only been in existence for 11 years, at Ohio State, represents quite an achievement under Dr. Mathews' leadership.

³⁶Letter to Dean Thompson from Co-ordinating Committee, Men's Division, July 24, 1959.

³⁷Interviews with various Faculty Members, Department of Physical Education, 1969.

³⁸Personal Interview with Dr. Hess, June 27, 1969.

By 1960, the University was under-going a general re-organization throughout its whole structure. At the same time, it was no secret that a wide gap had grown between mens physical education and the athletic department, and to some, it seemed irreparable.³⁹ The existence of these two factors then, prompted Director Larkins to write the following letter to Dr. Ashbrook.

Dear Ash:

For the past few years, under the new University Administration, there have been many changes in administrative alignments. The one most familiar to our interests, of course, was the placing of the Men's and Women's Divisions of Physical Education in Special Services. A great deal of unrest has been expressed by our staff because we are completely out of the so-called "academic stream." In my opinion this unrest and feeling of concern is completely justifiable. Still another faction of our staff is continually alarmed at being burdened professionally by the "onus" of the emotional crises that seem to continually beset intercollegiate athletics. It occurs to me that we should make a thorough study of the future of our Department and be prepared to make a recommendation to the University for their consideration.

This is not an easy job. Let me point out some considerations that might be examined:

1. Our present system--its advantages and disadvantages.
2. A College of Health, Physical Education and Recreation, including Intercollegiate Athletics.
3. A College of Health, Physical Education and Recreation, excluding Athletics.
4. A School of Health, Physical Education and Recreation, with or without Athletics and not attached to any college.
5. A School of Health, Physical Education and Recreation, without Athletics, attached to the College of Arts or the College of Education.

³⁹Interviews with Various Faculty Members, Department of Physical Education, 1969.

6. A Department of Physical Education, excluding Athletics, within the College of Arts or the College of Education.

There are probably other administrative set-ups that could be added. It is with these facts in mind that I am appointing a Departmental Committee, consisting of Dr. Hess, Dr. Ashbrook, Dr. Hixson, from the Men's Division; Mr. Stahl, from Intercollegiate Athletics; Dr. Mordy, Miss Watson and Dr. Scott, from the Women's Division, with yourself as Chairman. This Committee shall be called, "The Committee to Study Department Reorganization."

I trust you will be willing to serve on this important assignment. Your acceptance will be appreciated.⁴⁰

While talk of separation had been expressed off and on for several years prior to this, the formation of this Committee probably marks the precise moment in history when the eventual separation officially began--although no one was sure at that moment that separation would in fact be the consequence of the formation of this committee.

Before this committee was able to begin an in depth study of the problem, another major issue arose that took precedence over everything else for the next several years, and that question concerned physical education as a requirement at Ohio State. Actually, the council on Instruction began to question all requirements on campus at this time.⁴¹ This was another in a series of crises that had occurred over these many years in physical education at Ohio State

⁴⁰Letter from Richard Larkins to Willard Ashbrook, February 6, 1960.

⁴¹Delbert Oberteuffer, Private Interview, April 17, 1969.

and it began in May of 1960.⁴²

President Fawcett wrote a letter to Dr. Herrick, Executive Director of Campus Planning telling him to proceed to include the necessary funds for a physical education project in his next request to the Legislature. He also mentioned the possibility of the University going to a "check-in" system of required participation without credit. President Fawcett said too that Dr. Thompson would request the Council on Instruction to make a complete study of the entire physical education program and to make recommendations relative to the future of the program.⁴³

Dr. Hess then called a meeting which took place in Dr. Thompson's office. In attendance were Mr. Larkins, Dr. Mordy, Dr. Sliepcevich and Dr. Oberteuffer, Dr. Thompson, and Dr. Hess. This committee agreed that the following items in President Fawcett's letter indicated a serious threat to physical education and were of utmost importance for immediate action by the department of Physical Education.

- A. The meaning of a check-in system of required participation.
- B. The participation program without credit.
- C. The request that the Council on Instruction make a complete study of our entire physical education program and frame recommendations.
- D. Executive Dean Thompson indicated that Vice President Heimberger had at various times proposed a non-credit requirement and had on

⁴²Idem.

⁴³Letter from President Fawcett to Dr. Herrick, May 12, 1960.

occasion referred to a voluntary check-in type of participation with no credit.

- E. Miss Mordy questioned whether or not this would also involve health education 400 and suggested the department prepare an intelligent stand regarding this matter.⁴⁴

Mr. Larkins stated that the department was in a very critical position and suggested that the number one priority at that point was to prepare adequate materials and points of view for the Council on Instruction.⁴⁵

The requirement in physical education at the time was one year for men and two years for women.

Dr. Oberteuffer suggested at the next meeting, that the Physical Education requirement would be settled by a number of influential people on campus and not by a faculty vote. He then suggested that a concerted effort be made by staff members to visit with some of these key people to try and determine the climate of thinking with regard to the future image of the University and the place of physical education in it.⁴⁶

Mr. Larkins then asked Dr. Oberteuffer if he would select a number of people from the staff to help him in the preparation of a document that would carefully explain the place of physical education on the University campus and its

⁴⁴Summary of the Initial Meeting of the Department of Physical Education Concerning the Physical Education Requirement, September 19, 1960.

⁴⁵Ibid.

⁴⁶Minutes of the Steering Committee Concerned with the Physical Education Requirement, September 28, 1960.

contribution to the education of University students. This document was to be printed for distribution.⁴⁷

In an October conference with Dean Cottrell and Dr. Riddle, Dr. Oberteuffer reported that among other things, Dr. Riddle suggested that the department needed to clarify their position in the University administration and also their relationship to intercollegiate athletics. Dr. Riddle had also indicated that the council, having disposed of R.O.T.C. as a University requirement, was now intent upon getting rid of the only other all University requirement, which was physical education.⁴⁸

Through various meetings and conferences with individuals on campus, it became clear that most people felt physical education was important but they seriously questioned the fact that it offered University credit. The problem basically then was to justify physical education for credit and to establish the place of physical education in higher education. One of the concerns too was the problem of attempting to justify a two year requirement for women and only a one year requirement for men. In an October meeting in 1960, the opinion was expressed that it might be necessary to draw up plans for a compromise of some sort.⁴⁹

⁴⁷Ibid.

⁴⁸Report to the Steering Committee by Dr. Oberteuffer, October 7, 1960.

⁴⁹Minutes of the Steering Committee on the Physical Education Requirement, October 18, 1960.

In November a 14 page document prepared by the Department was completed and distributed. It was titled "The Contributions of Health Education and Physical Education to the General Education of Students at the Ohio State University." This was an effort to show the place of physical education in a University and some justifications for its existence.⁵⁰

That same month, the Department organized a "steering" committee to answer questions of the Council of Instruction. In December this committee met with the Council and were instructed to develop a "bold, new plan" for physical education.⁵¹

In April of 1961, the Council on Instruction had granted the Department a year's delay to permit the development of this new plan, whereupon the Director dissolved the steering committee and substituted a Planning Committee to study the problem. This committee was composed of Dr. Mordy, Dr. Sliepceovich, Professor Stein and Professor Hull of the Women's Division; and Dr. Hess, Dr. Oberteuffer, Professor Mooney and Dr. Mand representing the Men's Division.⁵² One of the early decisions made by this group was

⁵⁰The Contributions of Health Education and Physical Education to the General Education of Students at The Ohio State University, The Ohio State University, November, 1960.

⁵¹Letter from Richard Larkins to Dr. Oberteuffer, April 27, 1961.

⁵²Ibid., (N.P.).

that even though departmental organization preceded the investigation of the Council on Instruction, it should be tabled for the time being at least. This was to be a battle for survival and there would be no talk of separation of physical education and athletics by members of the department until the struggle was over, although according to Dr. Oberteuffer members of the council stated on various occasions that they felt that physical education should find a "college home" rather than stay in Special Services and that they would also enjoy a more respectable status in the University if physical education were separated from Intercollegiate Athletics.⁵³

On October 23, Miss Mordy presented her "suggested Program for the Future" for physical education to the committee on Basic Instruction. It was her contention that fitness, conditioning and recreation were not worthy of being included in the college program for grades or credit. She then suggested that a fourth area in basic education be added to the existing fields of science, social science and humanities. This area would be called leisure arts.⁵⁴

⁵³Delbert Oberteuffer, Private Interview in His Office, April 17, 1969.

⁵⁴Committee on Basic Instruction, Minutes, November 6, 1961.

At the November meeting, Dr. Hess read a letter from Vice President Heimberger to Mr. Thompson which stated that no recommendation could be made to the Campus Planning Commission concerning a new women's building until a plan concerning the future of physical education at Ohio State was submitted by the Physical Education Department. Mr. Heimberger was critical of the department for their delay in submitting such a plan. The feeling then was that the Faculty Council thought the physical education people were stalling and the department felt that the Council was stalling.⁵⁵

At this same meeting Dr. Mand presented the first "bold new program" of physical education.⁵⁶

Basically he proposed that a new course be established which would include the subject matter of Health Education 400. It would also establish a student profile of skills and fitness, present information about sports and recreation, instruct in motor analysis and exercise physiology, and present to the student a survey and orientation of sports included in the physical education program.⁵⁷

In January 1962, the Department submitted a report to Dean Thompson who in turn forwarded this information to Mr. Heimberger in the following letter:

⁵⁵Ibid.

⁵⁶Charles Mand, "The Bold New Program," A Proposal, November 6, 1961.

⁵⁷Ibid.

. . . They believe that the present format for physical education remains the best and most flexible program for meeting the stated objectives of the department.

They believe further that physical education should be required of all undergraduate students; that academic credit should be granted for these courses; and that marks should be given. They are convinced that the student should be allowed to select the activity courses of his choice with effective faculty guidance.

The Departments have made the following proposals for modification of their program:

1. They believe that elective credit should be allowed beyond the present requirements for the student who wishes to continue the physical education program.
2. They believe that the departments should proceed to develop proficiency examinations for those students who are qualified upon college entrance to be exempt from part or all of the program.
3. They believe that the department should extend its guidance function to insure wise course selection on the part of students.
4. They believe that there are areas of subject matter content in physical education which need to be stressed through supplementary lectures and/or assigned readings. This subject matter is presently covered in many sections of physical education, but to insure mastery by all students, should be presented in a systematic, organized manner. . . .⁵⁸

Several days later Dean Thompson wrote to Mr. Larkins, Hess and Miss Mordy telling them of a conference he had had with Mr. Heimberger. He said that Mr. Heimberger made several points:

1. He felt the Ohio State University was out of step with other large schools (in physical education).

⁵⁸Letter from Dean Thompson to Vice President Heimberger, January 25, 1962.

2. He raised a question concerning the application of credit earned through physical education toward the degree.
3. . . . the possibility of not scheduling freshman students at all during the first quarter but during this quarter to give them guidance and determine what they should have, perhaps in place of physical education. . . . it might be determined that the student should have a course in rapid reading or a course in speech therapy rather than a course in physical education. . . . He raised the question . . . concerning the requirement of physical education for everyone.
4. Dr. Heimberger did come back to his "check-in, check-out" system. . . . there might be some kind of a program whereby the student would simply give indication or evidence that he had participated in an individual sport program.
5. Dr. Heimberger made the suggestion that the Department might exempt many students from current required program and then use the time for the students who need physical education most.
6. Dr. Heimberger feels that you fear the elimination of the required physical education program and that you want to stand protected by the Board of Trustee regulation. . . . he would favor a four year required program if this program would produce youth who are good physical specimens.⁵⁹

The President's Permanent Planning Committee, which had been formed in December of 1959, submitted a "Report on the Organization of The Ohio State University" on May 15, 1962 in which they had this to say about physical education.

Physical Education: The Physical Education department is part of an administrative and educational complex which can be made educationally sound only by major surgery. The Department is responsible to the Director of Athletics and Physical Education, who is himself responsible to the President through (1) The Executive Dean of Students (2) The Executive Dean of Special Services. The Department is responsible to (3) The Dean of the College of Education. The department is responsible for

⁵⁹Letter from Dean Thompson to Richard Larkins, Margaret Mordy and Lewis Hess, January 22, 1962.

three kinds of education: (1) Basic physical education (2) health education, and (3) teacher training. These are related in kind, but hardly in purpose. The teacher training program is a responsibility of the College of Education, hence subject to faculty supervision and control. The basic physical education and health programs are subject only to the decisions of the Department faculty; and no larger faculty sits in judgment on its courses or program.

The committee believes that no satisfactory solution is possible without first divorcing the Department of Physical Education from athletics. It questions the propriety of isolating a department from the whole educational organization and from association with a related body of faculty. The committee feels that administrative decisions must be made before it can propose a place in the University organization for a department which is not at present in the educational organization.⁶⁰

The next day, a memorandum was sent to the planning committee of the Department of Physical Education by the Council on Instruction. The purpose of this document was to let the Department know the thinking of the Council of Instruction and to give the Department an opportunity to react to these ideas. It said:

The Council does not agree with the proposal that elective credit be given for physical education beyond the present requirement. . . .

The Council does endorse strongly the proposal to develop proficiency examinations, and to exempt properly qualified students from part or all of the requirement. . . .

We believe that the duration of the requirement for basic Physical Education should be the same for women as for men. . . .

Lastly, it is the belief of the Council on Instruction that the Department of Physical Education cannot achieve fully the status which it seeks as a bona fide academic department engaged in both

⁶⁰The President's Permanent Planning Committee, Report on the Organization of The Ohio State University (Phase I), May 15, 1962, p. 10.

teaching and research, in the University as long as it is so closely tied to the Athletic Department and is deprived of a college home. The Council strongly urges that Physical Education seek a collegiate home in the near future.⁶¹

According to Dr. Hess, no effort was made in the men's division to get a definite consensus by means of a straw vote (concerning Phase I), but what follows presented several points of view--the ones most prevalent by the members of the staff.

- A. We would be in an advantageous position to upgrade the Professional Preparation Program.
- B. Research would be improved in that Health and Physical Education could expect significant acceptance by many of the agencies granting funds for research. . . . In our present relationship, too frequently we are looked upon as being part of the athletic program and . . . we are frequently assumed to be interested only in the highly-organized, competitive intercollegiate sports.
- C. In terms of our administrative relations, there is a general feeling that these relationships would be strengthened, or improved, due to the fact that the Department of Physical Education would be in close cooperation with departments and organizations of the University directly under the Vice President for Instruction and Research. . . . Under these circumstances, the staff would be looked upon as equals to other staff members on campus.

It was pointed out by several members of the staff that, though the men's Division . . . is supposed to be part of the larger whole Department, it has no voice whatsoever in the problems or conduct of intercollegiate athletics. It is obvious that a number of the objectives of Physical Education are not compatible with a number of the objectives of the Intercollegiate Athletic Program.⁶²

⁶¹Memorandum to the Planning Committee of the Department of Physical Education from the Council on Instruction, May 16, 1962.

⁶²Letter from Lewis Hess to Dr. Fullington, November 1, 1962.

The reaction from the women's division was quite the opposite from that of the men.

- I. It is difficult for us to make a clear statement concerning the effect on the Women's Division if the plan were to be adopted as proposed. We have a tendency "to view with alarm" any change which might disrupt operations and relationships which are satisfactory. We have had excellent cooperative arrangements for many years with the College of Education in the conduct of the professional education program of our department. This we assume would not be markedly different were we budgeted in this College. Whether the College of Education would concern itself as much with our basic programs in health and physical education, with our intramural and intercollegiate programs, with our research program (currently more closely associated with the Departments of Anatomy and Physiology) we can not say. . . . We in the Women's Division have felt that our present administrative relations are highly satisfactory. We have been fairly treated in matter of budget, of promotions and of securing personnel. Communication between the Division and the Administration and vice versa has been direct and swift. We have not been neglected in appointments to important University Committees and Councils, nor in elective bodies such as the Graduate Council, Faculty Council, or the Conference Committee of the Teaching Staff. It is conceivable that our representation in such university agencies might be lost or at least jeopardized, were we to submerge our identity in a college or lose our present autonomy.
- IV. Our reaction to the total plan as presented is one of disappointment. We feel that the plan is neither "bold" or "new" but is rather an "anthology" of organizational patterns selected from sister institutions. . . .
- V. Our Division would suggest the following modifications of the report:
 - A. For our department:
 1. We believe that Physical Education and Athletics should continue to be allied. Philosophically we endorse the principle that athletics should be an outgrowth of an instructional and intramural program. We feel that the teaching of the highly talented sports performer is a responsibility of a physical education department.

Although we are not naively unaware that the great spectator-income producing sports are engulfed in problems, we see no solution of these problems resulting from the suggested separation. Nor do we see what purpose would be served by separating one or two sports and leaving the so-called minor sports and women's intercollegiate program in the department. This would be inconsistent as well as administratively awkward. Joint use of facilities, equipment and personnel make our present administrative alignment more convenient and more economical.

2. We find no logic in the suggestion that Physical Education be assigned to a present or proposed college. Our work is so diversified that we need association with a great variety of allied fields. Not all of these would ever be found in any one college for example:

Basic Physical Education & Health Education serve all colleges.

Dance--would be most closely identified with Art, Music, and Speech.

Health Education--with Behavioral Sciences and Life Sciences.

Recreation--with Social Sciences

Physical Education--Professional Education Program--with Life Sciences and Education.

We therefore favor our continuation under the Executive Dean of Special Services where we have had administrative support and freedom to function effectively. We would suggest that the title of this might be changed to Special Areas, and that perhaps other departments with multi-dimensional disciplines might be added to Special Areas.⁶³

Up to this point, there was some semblance of unity between the men and women's divisions as the threat of losing the physical education requirement hung over their heads. This was a battle for a common cause. But as these discussions continued over several years and it became apparent that separation of physical education and athletics was

⁶³ Report by Margaret Mordy (N.D.).

becoming the primary goal of the men's division, the women resisted and took precisely the opposite stand. Consequently there were two critical questions facing the department at the same time. The first issue concerned the attempt to save the physical education requirement, and on this the department was pretty well unified while on the other hand the men and women were definitely on "opposite sides of the fence" regarding separation from athletics.

In January of 1963, the Committee on Reorganization, submitted three plans of possible organization for physical education, to be critically reviewed by member of the Department. They were referred to simply as Plans "A," "B" and "C."

PLAN A ONE DEPARTMENT

The status quo cannot be accepted. Administratively we have been a single Department only on paper. Actually we have functioned as four distinct and separate divisions held together by a single administrative officer. To achieve status as an integrated Department we would have to undergo major surgery, post operative care and psychoanalysis.

Such therapy would involve:

1. The establishment of a interdivisional committee to discuss policy involving the operation of every phase of departmental effort.
2. Some means (perhaps one above) whereby the professional persons in physical education would have the opportunity officially to express themselves on problems dealing with the administration and conduct of intercollegiate athletics.
3. Holding the University rule for advancement in rank and salary for the Department as a whole not separate Divisions.
4. Joint planning for new buildings, facilities and fields.
5. Making the Men's and Women's Divisions one division with units for health, physical education and recreation. This is necessary for the

better development of instruction and research in these areas and for better recognition of our functions locally and nationally. Organization by function is sound.

6. Changing some questionable practices now existing in the Division of Athletics to eliminate abuses of the educational career of the student-athlete, for example, allowing coaches to advise majors and minors when professional people are provided to carry out this function.⁶⁴

PLAN B PHASE I

If Phase I is to be pursued, it is suggested that a College of Health, Physical Education and Recreation be developed as the best device through which to serve the interests of these areas.

This would clearly place these areas administratively where they belong--under instruction and research and would be in keeping with organizational trends in many other big Universities.

It would facilitate a more efficient working relationship in achieving the varied objectives of the program than if Physical education were to be placed as a single department under a College (as suggested in the Planning Committee Report) for the following reasons:

- (a) the Men's and Women's Divisions of Physical Education are responsible for health and physical education instruction in the basic requirement of the University and health, physical education and recreation in the professional education program. If each of these areas is to develop to best meet the purposes of this Land Grant University a college combining them and giving each equal emphasis administratively is sound and meets the criteria listed on page 3 (2) of the report.
- (b) The areas of Health, Physical Education and Recreation must work closely with Health Services, Medicine, Dentistry, and other professional Colleges, and can do so better as a College than a single area under any of the proposed Colleges.
- (c) a College organized as to its functions--Health, Physical Education and Recreation--would be more logical and theoretically, at least, be able to achieve its goals better than one organized with separate divisions for men and women.

⁶⁴A Proposal Submitted by the Committee on Reorganization, Physical Education Department, January 21, 1963.

- (d) Physical Education, Intramurals, and Athletics must share staff and facilities. Joint planning in the use of these could be more effectively accomplished if Physical Education as an administrative entity can deal directly with Athletics and Intramurals rather than through a Dean of a College not acquainted or necessarily interested in these extracurricular activities.
- (e) a College of Health, Physical Education and Recreation would guarantee adequate representation for these interests on the Council of the proposed University College. The basic instruction program in Health and Physical Education serves all entering students so the functioning of the University College would be a primary concern of these areas.
- (f) a College of Health, Physical Education and Recreation could work professionally with the College of Education--as other proposed Colleges would have to function.

A disadvantage to this plan is the separation of Intramurals and Athletics from the basic instruction and professional programs. Actually, this separation of Intercollegiate Athletics, Intramurals and Men's Physical Education has existed for years. Also, the primary purpose of the Men's Division is instruction and research, whereas the primary purpose of Intramurals and Athletics is recreational therefore, academically the latter are extracurricular even though they may have significant educational benefits.⁶⁵

PLAN "C"

Proposal III. A School of Health, Physical Education, Recreation, and Athletics:

Director of the School

Sections of the School

Section for Women's Physical Education--Chairman

Basic Physical Education

Teacher Education

Dance

Intramural, Club and Extramural

Section for Men's Physical Education--Chairman

Basic Physical Education

Teacher Education

Intramural and Club program

Section for Health Education--Chairman

Basic Health Education

Professional Preparation

⁶⁵Ibid.

Section for Recreation Education--Chairman
 Section for Graduate Education & Research--
 Chairman

Section for Intercollegiate Athletics--Chairman
 Chairmen of Sections with the Director would
 comprise an executive committee.

Committee structure:

Joint Committee for Basic Physical Education
 Joint Committee for Teacher Education
 Joint Committee for Intramural Sports

Rationale:

1. We should remain a comprehensive unit, retaining all phases of our present program.
2. The present Divisions for Men and for Women should be maintained for a number of reasons:
 - a) The curriculum in basic physical education and in professional programs of physical education vary for men and women because of sex differences of biological, social & cultural origins.
 - b) The administration of programs of physical education is simplified by sex division in such matters as: Dressing and shower room supervision, specialized equipment, safety and protective equipment, and counseling students in such intimate concerns as variation from societal "norms" in physical development.
 - c) There are real differences in the type of recreational opportunities (intramural and club programs) sought by men and woman students. These programs should be separately planned and administered.
 - d) Joint committees could plan effectively for basic physical education, teacher education, and intramural sports in developing:
 - 1) Common philosophic bases.
 - 2) Common goals and purposes.
 - 3) Common standards for quality instruction and for course content.
 - 4) Coeducational courses and co-curricular experiences.
 - 5) Uniform procedures and forms for maintaining student records.
 - e) Joint effort in regard to staff appointments has never been experienced--men know the sources from which to seek qualified men; women know the sources from which to seek qualified women. Until we have more experience--or at least develop some cooperative techniques in selecting staff we are not ready for a combined staff.

3. Health Education is essentially operating as a unit at the present time. All courses are co-educational and the administrative procedures are established. This area could be unified at any time.
4. The recreation curriculum is new and was established as a common curriculum. This area would receive stronger status in this structure--although the number of staff and the number of the students enrolled are small.
5. The graduate section should have the responsibility for supervising the research program. The joint graduate faculty has the precedent and background for section status in the proposed school.
6. Men's intercollegiate athletics wherever it is placed in the administrative structure poses special problems. These it seems to me are:
 - a) The problem of external control--namely the Athletic Council at the local level, and the Western Conference and NCAA at the regional and national levels. No other unit in the University has policy development and fiscal responsibility placed outside the "line" organization.
 - b) The problem of "visibility"--athletics have moved into the public domain to the degree that every interested person can observe and "own" an interest in the athletic program. This has diminished the role of the expert or the scholar in the field of physical education in the mind of the public. (The space program is highly visible, too--but the scholars and experts by contrast, still control the program) Whether we can reclaim a respect for our "expertness" from the public is a moot question. I believe we should continue to make the effort however.

All in all--I can not shake my belief that the experiences in Athletics can be (and in most instances are) valuable educational experiences for the participants. As such they should not be separated from the educational structure of the University. The Physical Education Department is of course the logical "home" for Athletics in this structure. We should of course continue our efforts to iron out our differences with the coaching staff, to fight for improvement in the educational quality of athletics, to cooperate in research efforts which may help solve some of the concerns of our coaching colleagues, and to maintain impeccable ethics in our relationships with one another.⁶⁶

⁶⁶Ibid.

After much discussion, it was apparent that the Department could not arrive at a consensus and some of the men felt that a consensus would never be reached. They felt too that if any reorganization or alteration of the Department was to take place it would probably have to be done with less than unanimous agreement among the staff.⁶⁷ Consequently the following communication was sent to Dr. Fullington by several of the faculty in the men's division.

The Planning Committee has suggested to The Department of Physical Education and Athletics that the Department study its current relationship to the University for purposes of examining its organization, function, and format. The Committee has suggested principally that the instructional aspects of physical education and health education be separated from the program of Intercollegiate Athletics and that the former seek a "college home."

The Council on Instruction has made the same suggestions.

It is in response to this counsel that the following recommendations, are made as the first phase of establishing a format for these areas which safely and wisely can be carried in to the future.

1. That there be established a Department of Health Education, Physical Education and Recreation.
2. That this new Department be placed within the new College of Life Science (if such a College materializes), or within the present College of Education, or, if that is not feasible within the present College of Arts.
3. That the current program, personnel, and facilities of the Division for Men of the Department of Physical Education and Athletics be transferred thereto and become the initial nucleus of the new Department.
4. That, in Phase One, the functions of the Department of Health Education, Physical Education and

⁶⁷Letter from Several Men Faculty--Men's Division to Dr. Fullinton, February 20, 1963.

Recreation include: a) Basic instruction in Physical Education for men; b) Basic instruction in Health Education for men; c) Professional education in Health Education, Physical Education and Recreation Leadership leading to the Bachelor of Science in Education degree; d) Professional education at the Master's and Doctoral levels in these fields; e) the supervision and direction of the research laboratory now located in the Men's Gymnasium and; f) the program of Intramural sports for men.

5. That such professional degrees (B.S. in Education, M.A., Ph.D.) as are now granted for successful completion of curriculum requirements continue to be granted by the College of Education and the Graduate School.
6. That a high-level conference be held involving University Administration, the Department of Physical Education and Athletics, and the new Department for purposes of allocating building and field facilities.
7. That joint staff appointments be made, where desirable, between the new Department of Health Education, Physical Education and Recreation and the presently existing Department of Physical Education and Athletics.

We believe that if those seven recommendations can be accepted in principle, the details for consummating the development can be readily activated. Phase Two of the plan might well embrace these and other matters inherent or implied in the plan.⁶⁸

Before any action could be taken on the communication, another aspect in the role of physical education on campus entered the picture when the Educational Affairs Commission of Student Senate formed a sub-commission to study the physical education program at Ohio State. They sent out a questionnaire to the student body to try and determine their feelings toward (1) a required physical education program like the one at present, or (2) one in which the course would

⁶⁸Letter from Certain Staff of Men's Division of Physical Education to the President's Permanent Planning Committee, February 20, 1963.

still be required, but in which the grade would not count in the grade-point ratio.⁶⁹ The results of the questionnaire and recommendations by the sub-commission follow:

RESOLUTION
required physical education

WHEREAS, the role of physical health and fitness in safeguarding our national interest is becoming more and more important,

WHEREAS, one of the important goals of a university is to prepare its students for productive citizenship,

WHEREAS, the following factors have been revealed in a study by the physical education sub-commission of the Student Senate, a study which included a survey of the required physical education programs of other institutions and a survey of some 1,500 members of the student body,

1. Many students take physical education courses in which they have had previous experience (such as in high school physical education), thus defeating the principle that "University physical education does not embrace as its prime responsibility the pleasant team games of adolescence. It moves beyond those into the realm of adult activity and makes an effort to supply the college student with opportunity for experience in attractive and leisure time pursuits," and nullifying one of the most vital goals of the physical education program, "the opportunity to learn the skills of individual chosen recreational activities which will have lifelong use."
2. The reason for the above attitude is primarily the fear of receiving a grade in physical education which would adversely affect the point-hour.
3. The practice of counting physical education grades in the accumulative point-hour is far from universal, as evidence by the fact that only one other Western Conference School counts physical education in the university point-hour for all students.

⁶⁹Student Senate, "Results and Recommendations from a Study by the Physical Education Sub-Commission," April 1, 1963.

4. Both men and women must fulfill an ROTC requirement, thus removing the original reason for a difference in the physical education requirements of men and women.
5. A significant number of students feel that the physical education requirements of men and women should be equalized.
6. More students would choose courses in physical education beyond the university requirement if credit for graduation were granted to the additional courses.
7. Some students, as would be expected, are unable to take a course of their choosing due to close-outs or schedule conflicts.
8. Students on the whole seem to feel that the required physical education program is of definite benefit and has a rightful place in University requirements as provided by Faculty Rule 31.07.

WHEREAS, these factors indicate several changes which we believe would, if enacted, result in a required physical education program of more service, benefit, and enjoyment to the student and to the nation.

BE IT RESOLVED, that the Student Senate recommend the following modifications in the University program of required physical education to the Division of Men's and Women's Physical Education, the Council on Instruction, and other concerned parties:

1. that required physical education be graded on an S or U basis (or a similar basis not counting in the point-hour), with the student being required to complete a certain number of quarters satisfactorily as a requirement for graduation,
2. that the physical education requirements for men and women be equalized,
3. that credit toward graduation be granted to physical education courses taken beyond the University requirement,
4. that students be allowed to skip a quarter of physical education to be made up later, so that a student would be able to wait for a course he is especially interested in, and would not be forced to take a course in which he has no interest.⁷⁰

⁷⁰Ibid., (N.P.).

Subsequently, these recommendations were "transmitted with approval" by the council on Student Affairs to the Council on Instruction.⁷¹ The eventual outcome was:

At its meeting on December 18, 1963, the Council on Instruction took the following actions in regard to proposals from the Department of Physical Education and the Student Senate concerning the Physical Education Requirement:

- (1) The Council approved and will recommend to the Faculty Council that, effective with the beginning of the Summer Quarter 1964, Rule 31.0702 (Women Students) of the Rules for the University Faculty be changed from "one hour of physical education, for each quarter offered, until a total of six hours has been earned" to read "one hour of physical education, for each quarter offered, until a total of three credit hours has been earned."
- (2) The Council approved the changes in existing courses 425, 426 and 427 to elective status for both men and women, and to withdraw permanently 404.
- (3) The Council agreed with the recommendation of the Student Senate relative to the extension of the privilege of deferring a quarter of physical education for purposes of allowing more appropriate selection of activities, and hereby requests the Department of Physical Education to make such deferments for such purposes more readily available and more widely known.
- (4) The Council did not approve the recommendation of the Student Senate that grades for the required courses be changed to "satisfactory" and "unsatisfactory" in place of the present grading practice. These courses will remain on the academic schedules of students and will continue to be included in the point-hour requirements for graduation.
- (5) When the Basic Education Requirements are reviewed in the future, and not later than two years from this date, December, 1963, the Council on Instruction should review the physical education and hygiene requirements (31.0701 and 31.0703) for freshman men and women to explore the possibility of including such opportunities on an optional basis.

⁷¹The Ohio State Lantern, April 18, 1963, p. 1.

(6) The Council also encourages the Physical Education Department to improve its proficiency examinations with a view toward excusing more students from the requirement, and to make the department's policy in this regard more widely known to the students.⁷²

The physical education requirement for women was officially changed to one year on January 14, 1964.⁷³

Several months after the men had sent their official proposal to Dr. Fullington, the President's Planning Committee sent this proposal back to all faculty members for their reactions, deleting the names of the men who first submitted the plan to "protect the anonymity" of the backers of this proposal.⁷⁴ The Planning Committee stated that "it is abundantly clear to the Committee that at the present time there are diverse opinions in both divisions of the department regarding the proper administrative alignment of Physical Education. . . ."⁷⁵ They went on to say:

. . . However, from our study and thought on this problem it is quite clear to this Committee that for the necessary development of instruction and research in physical education and health education, it is imperative that this department regard itself, and be regarded by its colleagues, as a regular academic department in a collegiate home, and not as a step-child of intercollegiate athletics. This view has

⁷²Council on Instruction Minutes, December 18, 1963.

⁷³Secretary's Report #43 on the Actions of the Faculty Council, January 15, 1964.

⁷⁴Memorandum from the President's Permanent Planning Committee to the Physical Education Department, April 3, 1963.

⁷⁵Ibid.

been expressed repeatedly by representatives of the administration, of the faculty, by the Council on Instruction, and by the President's Permanent Planning Committee. It is a view shared also by a significant number of staff from your department. In other words, the Committee does not believe that maintenance of the status quo for physical education is conducive to departmental health and development, and consequently urges the faculty of the department to consider a more definitive academic alignment.⁷⁶

Dr. Mary Yost responded to this in a letter that not only expressed her particular point of view but no doubt also expressed the feelings of the majority, if not all, of the people in the women's division. Up to this point, there is no evidence that the women ever favored separating physical education from athletics and Dr. Yost's letter makes this point very clear.

I strongly object to the procedure followed in presenting this plan for the following reasons:

1. Your committee at no time asked for individuals or small groups to propose specific plans for reorganizing our Department. Had you done so you would have received other plans reflecting an entirely different point of view.
2. Since no request came from your committee for a plan and since for several years we have had a committee whose function it was to consider departmental organization I feel that these men were out of order in submitting their plan to you directly without going through the departmental committee.
3. Although you state that your Committee does not necessarily endorse this proposal, you are in effect doing so when you state "for the necessary development of instruction and research in physical education and health education, it is imperative that this department regard itself, and be regarded by its colleagues, as a regular academic department in a collegiate home, and not a step-child of inter-collegiate athletics." By this statement you imply that physical education must be separated from athletics and thereby are supporting a minority group whose objective in this plan, as well as in the plans they as individuals submitted earlier to

⁷⁶Ibid.

our own committee, was to achieve this separation.

I believe this plan should be returned to the originators and that they should be instructed to submit it via our departmental committee as the department plan if it meets with majority approval or as a minority report accompanying the department plan if it does not receive majority approval.

Personally, I am opposed to the separation of physical education and athletics on both philosophical and administrative bases. The members of our profession, and particularly the women in it, have believed that the extra curricular program, both intramural and extramural, is the out growth of our class instruction and that we are responsible for the education and training of the dabbler and the expert alike. Each individual should have equal opportunity to develop his full potentialities in his chosen sport or sports and proper competitive opportunities should be arranged at his level whether it be against other members of a beginning class, in an intramural tournament or in varsity sports.

Since we must share facilities, equipment and personnel it is desirable administratively to have a unified department. Until now we have been very fortunate in our relationships with the Athletic Director and the Dean of Special Services.

Many of us, and I believe the majority of us, do not feel that we are "a step-child of intercollegiate athletics" or without "a collegiate home." The status seekers who are making these claims and think that a divorce would help would still be looked down on by those who are opposing to anything other than the traditional liberal arts subjects. I'm sure in the College of Life Sciences or the Arts College we'd really be "low men on the totem pole" budgetarily speaking and in prestige. At least where we are we get a fair deal in terms of budget and personnel.

My specific reactions to the proposed plan are as follows:

1. I do not believe any group or division should be allowed to secede from a department unless this action meets with the approval of the majority.
2. They suggest that this new department be composed of the personnel of the Division for Men but that their function include among other items the professional education leading to the Bachelor's degree and the professional education at the graduate level. By omission of the words "for men" which are listed after the other functions, the implication is that they are seeking control of all

professional education for women as well as for men. This they have tried to do by other means for years and is one of the reasons many of the women have opposed any plan in which we would lose our status as a separate division.

3. This group has asked that men's intramurals be one of the functions of the new department. Since varsity sports do not differ from intramural sports in educational purpose but only in the skill of the participants and in certain necessary methods of administration, I fail to see how it is possible to separate these two areas. Since I believe activities in both these areas have as much educational value for the participants as ordinary classroom subjects I do not believe that the curricular and extracurricular activities should be separated administratively. However, if a division were made throughout the university on the credit basis I would be unable to see why intramural and intercollegiate athletics should not be part of the same administrative organization.

In addition to feeling that this plan should have been submitted through departmental channels I believe action on any plan is premature for the following reasons:

1. No decision has been reached on the physical education requirement. This certainly will influence the functions of the department and those in turn may influence what type of organization is desirable.
2. No decision has been reached on the general organizational pattern of the university. As a department that deals with the majority of students in the university our organization undoubtedly would be influenced by the overall structure.⁷⁷

During the next few months, as these questions remained unresolved, attempts were being made within the Department to arrive at some kind of consensus in order to provide not only a "united front" but to provide direction for the Department as well.

⁷⁷Letter from Mary Yost to the President's Permanent Planning Committee, April 10, 1963.

As far as separation of physical education and athletics was concerned, it appears that the men and women had firmly settled into two separate schools of thought by this time, and in fact, not all the men were in favor of separation.

The issue concerning the University requirement of physical education was particularly critical at the moment because the Council on Instruction was about to officially begin deliberations on this matter. There were nine members on the Council, all of whom were appointed by Vice-President Heimberger, who had given every indication that he did not favor the physical education requirement.⁷⁸ The physical education department had never had any representation on the Council, but now it was apparent to the Department that it was absolutely necessary that they be represented, whereupon Dick Larkins, through President Fawcett was able to get Dr. Oberteuffer appointed to the Council on Instruction.⁷⁹ This changed the picture a great deal since the Department would not only have a representative at all the meetings to carry the fight for them, but they also had in their representative, Dr. Oberteuffer, a dynamic, persuasive speaker who would indeed fight the battle. The

⁷⁸Delbert Oberteuffer, Private Interview in His Office, April 17, 1969.

⁷⁹Richard C. Larkins, Private Interview in His Office, St. John Arena, April 22, 1969.

entire issue went much deeper than whether the requirement was eliminated or not, to Dr. Oberteuffer at least. Not only did he believe that the Department was fighting for survival, but he felt too that his own professional reputation was at stake. He said that all the physical educators in the country were watching to see what was going to happen at Ohio State and that "if Obie couldn't defend his own program on his own campus" then all that he had said and written about the values of physical education over these many years was meaningless and any leadership he had provided in physical education throughout the country was finished.⁸⁰ This was not a committee exercise to be taken lightly!

The story of this critical point in the history of physical education at Ohio State was described by Dr. Oberteuffer as follows:

The move to re-organize the University really began around 1960 when the Council on Instruction began to question all requirements on campus. It was a philosophical question as to what students should really get in a college education --what is an educated man? They wondered if there should be a "common core" for all students at Ohio State, so they established the basic education requirements--but they deferred coming to grips with physical education, they simply ignored it. Serious questions were then raised as to the requirement of physical education in higher education which promoted the

⁸⁰Idem., Oberteuffer.

Department to publish the 1960 pamphlet, mentioned earlier, in which they listed their reasons why they believed physical education deserved a place in higher education. About a year later, Mr. Larkins, Hess, Oberteuffer and Miss Mordy met with the Council whereupon they were asked plainly, to justify the existence of physical education in higher education. They were given six months to prepare an answer.⁸¹

In the meantime, Dr. Oberteuffer was appointed to the Council. One of his first objectives was to try and determine the feelings of each of the members concerning this issue. Once he had done this he learned that two of the strongest opponents would be leaving the Council at the end of the year, whereupon he prevailed on Vice-President Heimberger to delay the hearing on physical education until the next academic year--Mr. Heimberger agreed.⁸²

As it turned out, one of the new members became an opponent also while the other was in favor of the requirement, so this represented a gain for the Department.⁸³

Basically there were two questions to be answered. (1) How could we justify academic credit for physical education, and (2) How could we make this a requirement? The

⁸¹Idem.

⁸²Idem.

⁸³Idem.

Department stated their position on these two questions in a document prepared in one month, for the Council.⁸⁴

When the discussions officially began in the Council meetings, each meeting was approximately two hours in length and they met twice a week. Dr. Oberteuffer said these sessions were very exhausting but fair. After six of these sessions, he felt that the battle was being lost so he called Mr. Larkins, Mr. Hess and Miss Mordy together and told them that the outlook at the moment was bleak. These four people then decided on a new course of action, best described as a strategic retreat in which priorities were set up whereby the Department could give a little bit at a time until the Council was satisfied, but still retain the requirement. The first concession they agreed on was to give up one year of the two year requirement for women. Well, by this time the Council members felt that they had exhausted all avenues of discussion and called for a caucus on the issue. The caucus was 7-2 in favor of the requirement. An official vote was then called for and it too went 7-2 in favor of the requirement. The struggle was over and once again the physical education department had survived, losing only the one year of the women's two year requirement.⁸⁵

This was Dr. Oberteuffer's last major contribution to physical education at Ohio State. He commented later that

⁸⁴Idem.

⁸⁵Idem.

the struggle over the requirement had exhausted him emotionally and mentally and he knew that it was not possible for him to continue his responsibilities in the Department any longer. The next year he retired.⁸⁶

Dick Larkins said, "There's no question about it, Obie saved the requirement."⁸⁷

Upon his retirement a dinner was held in Dr. Oberteuffer's honor by the physical education department. Among the presentations made was a bound volume of selected writings by Dr. Oberteuffer titled Man in Function. . . Man in Total.⁸⁸ A gift of over \$5,000 was also presented to him whereupon he and Mrs. Oberteuffer donated this to the University Development fund, the interest from the principal will be for the aid and assistance of graduate or undergraduate professional students in research, purchase of books and the like.⁸⁹

Among his many awards and honors is the Luther H. Gulick Award for distinguished service which is the highest award afforded to a member of the American Association for Health, Physical Education and Recreation. Miss Margaret Mordy, chairman of the women's division had this to say at Dr. Oberteuffer's retirement dinner.

⁸⁶Idem.

⁸⁷Idem., Larkins.

⁸⁸Delbert Oberteuffer, Man in Function. . . Man in Total (Columbus: The Spahr & Glenn Company, 1966).

⁸⁹Idem., Oberteuffer.

Delbert Oberteuffer, professor, lecturer, author and editor, is a name well known to our allied fields of health education, physical education and recreation. A distinguished scholar, a recognized leader, and a stimulating teacher, he has contributed richly to broadening the concept of our profession, not only in his native state of Oregon, his adopted state of Ohio, but in the entire United States and indeed the world. . . .

He is author of two widely used text-books, Physical Education and School Health Education. Both of these were selected in the year of their publication by the Enock Pratt Free Library as among the forty outstanding books of those years.

He is probably the best known and most articulate spokesman for our profession. There is scarcely a person in our related fields who has not had the privilege of hearing Delbert Oberteuffer deliver one of his renowned addresses. A dramatic and stimulating speaker, his thought-provoking ideas and his forceful delivery have brought him standing ovations from his audiences. . . .

A man of conviction he takes a strong stand on current issues, expressing his beliefs forcefully and openly, whether his views be popular or otherwise. He is respected equally by his friends and his foes for his forthrightness and his willingness to do battle for causes he believes to be right. . . .⁹⁰

Now that the Department was assured of its place in the University community, the question of separation which had lain relatively dormant during the University re-organization, was once again revived with renewed vigor. While evidence shows that the women had no desire to sever their connections with the athletic department, some of them at least began to see that a choice was going to have to be made, and that was (1) not to separate and stay in the special services area, or (2) to separate and join the

⁹⁰Ibid., pp. 1-3.

"academic stream" of the University thereby enjoying more academic prestige on campus. Basically, this was the choice that had to be made.⁹¹

In March of 1966, Vice President John C. Weaver appointed an "advisory committee on the Academic Organization and Location of the Department of Physical Education."⁹² Mr. Weaver was of the opinion that the Department should have appropriate administrative housing within a college and charged the committee to advise the Vice President for academic affairs on a desirable organization design and an appropriate college home.⁹³

In October Dr. Hess wrote to Dr. Mordy advising her of the following:

Dear Dr. Mordy:

Over a year ago the Men's Division of the Department of Physical Education, in discussing university reorganization and the place of physical education in the academic stream, by a voice vote of those with the rank of instructor and above, indicated that their first choice would be to have a College of Health, Physical Education, Recreation and Dance in the university structure.

After considerable discussion and when the likelihood of becoming a college did not appear to be forthcoming on this campus, it was agreed that our second choice would be to become a "School" within one of the Colleges on campus.

⁹¹Interviews with various Faculty Members, Physical Education Department, 1969.

⁹²Report of the Advisory Committee on the Academic Organization and Location of the Department of Physical Education, Arthur D. Lynn, Chairman (The Ohio State University, 1967), p. 1.

⁹³Ibid., p. 1.

The Men's Division through a voice vote expressed the desire to become a "School" in the College of Education.

Again on October 2, 1967, the Assistant Professors, Associate Professors and Professors, with several staff members not present, voted unanimously to become a "School" in the College of Education. We are of the opinion, that we would like to move to the College of Education as a School, with the Women's Division staying with the Men's Division in this move.

During the past year, a committee chaired by Dr. Arthur Lynn and consisting of Dr. George Thompson of the Department of Psychology; Dr. Mary Beyrer; and Miss Naomi Allenbaugh for Women's Physical Education and Dr. W. P. Cushman and Dr. B. L. Bennett from Men's Physical Education outlined a plan for the internal organization of a College or School of Physical Education, Health Education and Recreation. This plan was approved by the Men's Division Staff in a regular staff meeting. To date, however, this plan has not been presented officially through the Lynn committee, but the representatives of the Men's Division on the Lynn committee did present the plan to the Men's Division of the Department of Physical Education. There are, of course, some changes in the plan due to the fact that Dance has now moved to another college.

I trust you recognize that the intention of this letter is to indicate that there is a strong, almost unanimous support by the Men's Division to become a School of Health, Physical Education and Recreation in the College of Education so that physical education, health education and recreation stay together in one unit.

I should like to point out, that due to the multiple functions of the Men's Women's Divisions which include teacher education; the basic physical education program; the basic health education program; the two professional health education courses for elementary and secondary teachers; the professional physical education course for all elementary teachers; the intramural sports for women; the intercollegiate sports for women and the women's recreation program, we feel that the area of Health Education, Physical Education and Recreation should have "School" status.⁹⁴

⁹⁴Letter from Lewis Hess to Margaret Mordy, October 4, 1967.

In November, Dr. Mordy distributed the report to the staff of the women's division for their reactions.⁹⁵ The report of the Lynn Committee stated:

This committee retains substantial affection for the present location of the Department of Physical Education in the Office of Academic Affairs. It also notes the possible long-run merit of establishing a College of Health Education, Physical Education, and Recreation. Despite some satisfaction with present arrangements and collegial aspirations for the future, the committee is of the present opinion that the following recommendations are in the best interests of the Department and the University.

It recommends that a School of Physical Education, Health Education, and Recreation be established and be located in the College of Education and that the present faculty and units (except Dance) of the Department of Physical Education be transferred to the School and the Department as such be eliminated.

Organizational logic, much history, and prevailing faculty attitudes suggest--indeed they urge--careful consideration of not only the collegial location but also the internal organization of the School here proposed as well as the provision of effective leadership for that unit. It is strongly recommended that the School of Physical Education, Health Education and Recreation include four (4) subunits, or divisions, as follows: (1) Men's Physical Education; (2) Women's Physical Education; (3) Health Education; and (4) Recreation. All four units are concerned with man and his movement in our society.

It is assumed that the School would be headed by a Director who would be responsible for leadership, coordination, and development of the four divisions and their several programs. The inclusion of a recreation unit in the proposed school does not suggest that all elements of the University recreation program would necessarily be included in this unit however desirable that may be in the long run. Administratively, the Director will report to the Dean of the College of Education. In addition to such other School and Division committees as may from time to time be required, it is recommended that there be a joint committee on graduate study and programs representing all constituent units of the School. This committee

⁹⁵Letter from Dr. Mordy to the Staff, November 1, 1967.

would be responsible for advising the Director on graduate programs, curricula, research, and personnel. It, of course, may be assisted by such subcommittees and task forces as seem appropriate. Similar committees may be appointed within the constituent divisions of the School.

The committee expresses no final opinion on the question of separate budgets for the constituent units of the School but registers a hearty concern for the development of effective mechanisms for the efficient and appropriate allocation of always scarce resources. While separate budgetary mechanisms are no substitute for effective, creative and equitable leadership decisions, they merit careful consideration when the infrastructure of the School is determined.

The committee notes the essentiality of objectivity and the avoidance of bias on the part of the leadership of the proposed School. Accordingly, it notes the distinct desirability of a most careful search for outside leadership for the School and of a careful selection of the first Director in order that the best possible person be obtained for this key role in the on-going development of this area on this campus.

This committee further recommends the development of a single coordinated physical facility or facilities for teaching and research in physical education, health education and recreation. This is of necessity a suggestion looking to the long run. In the interim, your committee suggests the development of joint planning for the use of existing facilities.⁹⁶

The details involving the four areas of concern and how they would function in the new administrative structure was also submitted to staff members at this time. This included:

UNIT OF MEN'S PHYSICAL EDUCATION

1. Description of Unit Proposed

This unit would include the entire program of physical education as it affects male students of The Ohio State University with the exception of

⁹⁶Report of the Advisory Committee on the Academic Organization and Location of the Department of Physical Education, November 29, 1967.

intramural sports and intercollegiate athletics and the recreational activities of the Ohio Union and other campus groups.

2. Rationale for Separate Organizational Status

The need for separate organizational status is apparent because of the size of the staff and the number of students who are served. For the current year the work of this unit required the full or part-time services of 46 men. This staff taught classes for 16,600 men in the basic instruction program; for 370 men majoring or minoring in physical education; and for 80 graduate students although not all of the graduate courses were taught by men.

This unit will have primary responsibility for the operation and administration of the Men's Physical Education Building including the research laboratory, the Natatorium, twenty tennis courts, and outdoor field areas.

3. Programs to be Given

This unit would be responsible for the following programs:

a. The basic instruction program which includes the three quarter university physical education requirement plus three hours which may be elected.

b. The adapted physical education program for students with disabilities.

c. The undergraduate professional program for major and minor students in physical education. (Joint with Women's Division)

d. The graduate program for men and women in physical education and in health education and physical education leading to the master's degree and the Ph.D. (Joint with Women's Division)

e. A program of research in exercise physiology, physical anthropometry, measurement, and related areas for students and faculty. (Joint with Women's Division)

f. A noon-hour recreational program three days a week for members of the University Faculty and Administration, Battelle Memorial Institute, and Chemical Abstracts.

g. A club program for students who want to play sports such as volleyball, rugby, and handball which are not varsity sports.

h. Saturday morning program for children.

4. Relation to Programs of Other Units

These programs relate to other units as follows:

<u>Program</u>	<u>Related Units</u>
a. Basic instruction	All undergraduate colleges
b. Adapted	All undergraduate colleges, University Health Service
c. Undergraduate professional	College of Education, units of Health Education and Recreation
d. Graduate	Graduate School, units of Health Education and Dance.
e. Research	Departments of Physiology, Preventive Medicine, and Anatomy; units of Health Education and Dance.
f. Faculty recreation	Faculty and staff of all de- partments, administrative personnel, Battelle Insti- tute, Chemical Abstracts.
g. Student clubs	All undergraduate colleges and graduate students.
h. Saturday morning for children	All university faculty and staff, Rehabilitation Center.

In addition to the above, the faculty of this unit teach a substantial number of freshmen health education classes for the unit of Health Education. Also, members of the faculty of this unit coach the varsity sports of soccer, lacrosse, fencing, ice hockey, gymnastics, swimming, tennis, golf and wrestling for the Department of Athletics. Their salary for coaching is paid by the Athletic Department.

Faculty of this unit engaged in professional preparation are also members of the faculty of the College of Education.

5. Administration

This unit should be administered by one person at the head. He should be assisted by one person responsible for each of the following programs:

- a. basic instruction
- b. adapted
- c. undergraduate professional
- d. graduate
- e. faculty recreation

The head of the unit should be assisted by a Coordinating Committee composed of the person responsible for each program listed above plus at least four elected members. Two of these should be from the senior staff and two from the junior staff.

The head of the unit should have the authority to delegate such other responsibilities as seems appropriate and necessary.

The graduate education program should be combined with that of the Women's Division. In addition there should be a joint committee from this unit and the Women's

Physical Education unit for the coordination of the undergraduate professional program and another joint committee for the basic instruction program.

6. Budget Responsibility

This would lie with the head of the unit and with the help of the Coordinating Committee

7. Future Plans

A. Expansion of the number of classes in physical education on a co-recreational basis.

B. Increase in facilities and staff to provide more opportunities for student and faculty physical education and recreation. Facilities and areas for physical education have actually declined over the past decade but the number of students, staff, and faculty have increased tremendously. Reference is made here to the recent study by the committee headed by Professor Art Leissa in Engineering Mechanics.

C. Increased staff and facilities will provide better service to students taking elective courses in physical education. For example, this spring quarter 450 men registered for the elective course but approximately 100 men dropped the course because they could not get the activity of their choice.

D. Inclusion of some academic content into basic physical education courses such as the physiological and health bases for exercise, the place of sport in our culture, economic factors in sports participation, comparative physical education, etc.

E. In line with future university plans, expansion of the graduate program both in number of students and the growth of courses in new areas.

F. Associated with the above points, an increase in the facilities of the research laboratory and the research opportunities for both students and faculty.

G. Extension of the basic instruction program in physical education to the branch colleges and the University College.

8. Cost Analysis (to be done later)

UNIT OF WOMEN'S PHYSICAL EDUCATION

1. Description of Unit Proposed

The unit of Women's Physical Education shall encompass initially two distinct programs and one program coordinated with the Men's Division, (unit)

A. General Program

B. Professional Program

C. Graduate Program (coordinated with the Men's Division Unit)

The General and Professional Programs are considered permanent facets of the unit; the Graduate Program shall be developed as a single, comprehensive unit in conjunction with the Men's Physical Education Unit.

The business for each Program shall be conducted by its administrative head.

2. Programs

A. General Program

1) Courses of Study

Courses of study for the basic physical education program, the general University requirement, shall be planned and administered within the Unit of Women's Physical Education, (for women students according to their specific needs).

NOTE: The enrollment of women in basic physical education was 11,897, summer 1965 through spring 1966.

An elective program shall be provided within the University requirement.

NOTE: A wide variety of activities allows each student to plan for physical education experiences which permit the acquisition of excellence in a selected activity or an increase in range of activity skills. The program offers opportunities for participation in racquet sports, field sports, aquatics, outdoor education, and dance at the beginning, intermediate and advanced levels. It provides opportunity for study in greater depth of knowledge about movement.

A curriculum committee shall be responsible for constant review of content and quality of the courses of study and for stimulating the improvement of existing content as well as for the development of new ideas and content.

A Men's-Women's Joint Curriculum Committee shall be responsible for reviewing and developing a wide variety of appropriate coeducational activities.

2) Future Plans

Throughout the Western civilization Physical Education is rapidly taking on a new focus which is adding new concepts to the curricula. The influence of this additional focus is becoming apparent in elementary and secondary schools as well as in colleges and universities. The focus on several sheets of movement and its importance to man is apparent in the following ideas presently under study. These ideas are to be developed as potential areas of study in general education.

The Nature of Man and Movement
 Movement Behavior
 Movement Notation

The Family and Movement Education
 Sports: Current Culture, The World
 Movement Knowledge and Recreational Adequacy.

B. Professional Program

1) Courses of Study

Professional courses for women majors (certified in physical education and health education) and minors in physical education.

Fundamental motor skills and specialized activity skills

Advanced and level courses to permit development of excellence and specialization

Science of development through activity

Movement and learning

Cultural connotations of movement

Curriculum development

Physical Education; elementary and secondary schools

Field experience

Courses of study for students in related areas.

Elementary education

Occupational therapy

Dance

Recreation

Health education

A Unit Curriculum Committee shall constantly evaluate the above programs and promote changes in keeping with advanced research findings and educational thinking.

A Joint Men's and Women's Units Committee shall coordinate program efforts in the appropriate areas of study.

2) Future Plans

The Teacher Education Committee of the present Women's Division of the Department of Physical Education has projected a five year program of professional preparation which will provide opportunity for more intensive study of the discipline, in areas such as:

Contemporary perspectives of movement

Human Movement potential

Structure and context of movement

Movement and form

Sports notation

Elective opportunities for concentrated study in:

Behavioral sciences

Life sciences

Humanities

C. Graduate Programs

1) Courses of Study

Masters program in
 Physical Education
 Combined Physical Education and Health Education
 Doctoral program in
 Physical Education
 Elective courses for students in related field of
 Health Education
 Recreation
 Dance
 Elementary Education

- 2) Research program for
 Graduate students
 Faculty

- 3) Future Plans
 Interdisciplinary study and research by faculty
 and students
 Movement therapy
 Movement education and exceptional children
 Movement and gerontology
 Movement and body percepts.

NOTE: Qualified members of both the Men's and
 Women's Units shall hold major responsibilities
 for development and implementation of
 graduate studies for men and women students.

3. Rationale for Separate Organizational Status
 The Department of Physical Education as presently
 constituted provides learning experiences for every
 student at the University through the
 basic physical education for the undergraduate
 student body, professional physical education
 experiences provided for all
 students in the elementary education area in
 the School of Education,
 professional preparation available for these stu-
 dents wishing to become specialists in
 physical education (kindergarten through
 twelfth grade)

Separate organizational status would provide greater
 ease in administering the many programs, provide
 better communication among staff members serving
 specific programs, eliminate excessive prolifera-
 tion of staff energy and attention, provide greater
 opportunity for study and development of new ideas
 through less diversion of staff time and energy into
 a multiplicity of projects and committees, maintain
 situations conducive to continued study and devel-
 opment of physical education as a discipline.

4. Relation to Programs of Other Units
 The relationship to other units is apparent in the
 earlier descriptions of the course and program
 offerings. Each unit provides course offerings
 for students in the other units.

Each unit has a unique contribution to make to every other unit in the broad terms of movement education, health understandings, and recreational understandings and perceptions.

The plan for separate units allows for the continued interchange of thinking which presently occurs among the described areas, but in addition allows for concentration on the needed research and study for the advancement of programs in each unit. The plan will permit continuation of the University-wide interdisciplinary exchanges which are a distinct part of the present area operations.

5. Administration

There should be:

An administrative head to conduct the work of the unit.

Area administrators to coordinate the unit programs and to work closely with the unit's administrative head.

6. Budget Responsibility

This problem should be a second step in the faculty deliberations of the above report.

7. Cost analysis to be done later

Unit of Health Education

Introduction

Health education is the process of providing learning experiences which favorably influence knowledge, attitudes and conduct related to individual and community health. The subject matter content of health education is easily identified as hygiene, the science of health and preservation of life. It is a multidisciplinary field since knowledge is drawn from the basic sciences such as biology, anatomy, physiology, chemistry and microbiology as well as special content areas as nutrition, marriage and family life, personality development and adjustment, disease control, stimulants and depressants, community and international health.

1. Description of Unit Proposed.

The purpose of this unit is to provide instruction, research and services in health education. The unit provides programs of general education and teacher education at the undergraduate level and professional education at the graduate level.

2. Rationale for Separate Organizational Status.

The purpose and size of the programs and size of the staff warrant a separate unit. Through health education and physical education have some common objectives, the subject matter and methods of these two areas are distinct. The general health education program reaches

9000 students and the undergraduate professional program over 1500 students. Twenty-five students are presently active in the graduate program including nine Ph.D. candidates. Seven full-time and four part-time health educators and twenty-five or more physical education people who are qualified to teach sections of freshman hygiene and first aid courses are necessary to staff the present programs. The programs are coeducational but under the present division structure, the personnel is divided administratively by sex. A unit would facilitate over-all program planning by placing all health education personnel under a single head and would make the health education programs more visible.

3. Programs to be Given.

This unit would be responsible for the following programs:

- a. The basic instruction program which includes Health Education 400, a TV-discussion course required of all university students, and Health Education 473, First Aid, which is elective. Health Education 400 requires eight large television viewing and sixty discussion sections each quarter. Eleven sections in first aid are offered throughout the academic year.
- b. Two professional courses in school health education Health Education 609 and 610, which are required by the College of Education of elementary and secondary education major students. Twenty-three sections of these courses must be staffed by health educators.
- c. The undergraduate health program required in the joint major of health and physical education. This includes Health Education 473, first aid, Health Education 510, a five hour course in hygiene, and three courses in school health education: Health Education 692, School Health Services; Health Education 644, The Teaching of Health; and Health Education 645, Organizational Relationships in School Health Education.

The undergraduate major and minor programs in health education, in addition to the health education courses in the joint major of health and physical education, Health Education 641, an advanced course in personal health problems, is required. The major and minor programs in health education are multi-disciplinary and in addition to the courses mentioned above require courses in the health or health related sciences offered by other departments such as Microbiology 509,

Microbiology in Relation to Man, and Sociology 520, Factors in Successful Marriage.

- d. Graduate study in health education at the masters doctoral levels.
- e. Faculty services and research.
4. Relation to Program of Other Units.
 - a. Basic Instruction: Health Education 400, is required of all students in undergraduate colleges. Health Education 473, elective and open to all students, is required by the College of Pharmacy and the unit of women's physical education.
 - b. A three hour course in school health is required of students in elementary and secondary teacher education programs, College of Education (3,b).
 - c. Courses in hygiene and school health education are required by the men's and women's units of physical education (3,c).
 - d. Three courses in school health education are required of dental hygienists in the four year dental hygiene-education program.
 - e. The Graduate Program meets the standards of the Graduate School. Research by graduate students in this area is often inter-disciplinary and involves faculty from psychology, education, sociology, and other areas.
 - f. The health education staff are faculty members in the College of Education.
5. Administration.

The Unit should be administered by one person. He should be assisted by persons in charge of the required, undergraduate professional programs.
6. Budget Responsibility.

This would lie with the head of the unit with the advice of coordinating committee.
7. Future Plans.
 - a. Increase in basic instruction programs to meet the undergraduate college needs. For example, Health Education 400 should be a 3 hour course. More sections of Health Education 473 are needed.
 - b. Increase in research by faculty through curricular grants from Health, Education and Welfare. Increase in staff a prerequisite.
 - c. Improvement in the graduate program offerings to meet the demand for more graduate students, particularly at the Ph.D. level.
 - d. Development of a graduate program in cooperation with preventive medicine to educate community health educators for needed positions in public health agencies. Stipends from U.S.P.H.S. will, in all probability, be made available to these students.

- e. Improvement in in-service education programs for teachers of health in secondary schools who are teaching health with only a minimal professional preparation.
- f. Development of a center for the State of Ohio for recruitment of and placement of health education major students.

Unit of Recreation

Introduction

Of the five units being proposed for this "Internal Organizational Structure," the Recreation Unit is the only one for which the following proposals are not currently functioning in actuality. (The majority of the suggested programs now exist in other units and programs in the University.) The philosophy underlying this proposal is a sound one and should be given detailed consideration and priority in implementation as soon as possible. The top priority must be the appointment of a unit director who has an understanding of the field of recreation in its widest and deepest context.

1. Description of Unit Proposed

Theoretically, this unit should include the Men's Intramural's program, which is currently contained in the Athletic Department; the Women's Intramural and Extramural programs, currently administered in the Women's Division of the Physical Education Unit; and the activities of the Ohio Union. Also included will be the professional education program (recreation major and minor) and courses offered as services for all university students; these are now "housed" within the professional preparation areas of the Men's and Women's Division of the Department of Physical Education.

II. Rationale for Separate Organizational Status

In its most comprehensive context, the field of recreation is broad and varied. It includes all types of activities on the university campus in which the student voluntarily participates in his leisure time for his personal pleasure without credit as well as a professional and service program.

All of these programs proposed in the above paragraph, No. 1, could be administered by a Unit Chairman who is committed to Recreation in its broadest scope.

The current trend in administering Recreation programs in colleges and universities throughout the country is to embrace all facets of this field--including the organized intramural program, the all-university types of recreation as found in programs in Faculty Recreation, University Campus and Recreational Areas, Student Union activities, human conservation programs, natural resource activities, camping, outdoor education,

and teaching and non-teaching curricula on both the undergraduate and graduate level. Each has as its premise the constructive use of leisure time within an educational setting and framework and not merely a student activity setting.

III. Programs to be Offered

A. Undergraduate Professional Preparation

Four years ago, as a result of student and faculty requests, the major program in Recreation was transferred from the Department of Social Administration to the Department of Physical Education. It is a co-educational program, and offers both teaching and non-teaching curricula. About twelve students have graduated from it; currently over 30 students are enrolled. Because of its multidisciplinary nature, it now has a small core of recreation courses, per se, and uses offerings from other departments and schools to complete its curricula.

Plans for the future development of the undergraduate program include (1) a non-teaching curricula which prepares students for recreational leadership in hospitals, industry, youth serving groups, the Armed Forces, therapeutics, etc. (2) a minor in school recreation (3) a core of courses designed with an outdoor education emphasis for i.e., the elementary and secondary education major.

B. Graduate Professional Preparation

At the graduate level, multidisciplinary programs which involve the areas of recreation, natural resources and city planning are in the planning stages. These programs will prepare the recreation generalist or the recreation administrator. Specialty areas within these programs could prepare individuals to pursue (1) the "economics of recreation," i.e., in the Bureau of Outdoor Recreation, Washington, D.C.; or (2) "facility planning" in school-community recreation programs; or (3) "recreational planning" for large community programs.

C. Men's Intramurals

D. Women's Intramurals and Extramurals

E. Student Union Activities

F. "All-university" types of recreation, including outdoor education, natural resource and human resource programs, including faculty recreation activities.

IV. Relation to Programs of Other Units

There is an indirect relationship of the professional preparation programs in the Unit of Recreation to all the other units in this "Internal Structure," but there is a definite relationship to the Unit of Men's Physical Education. Historically, intramural and extramural programs are outgrowths of physical education programs,

particularly in women's sports. There is also a direct relationship to the Office of Student Relations and the many Student Organizations. The professional programs will utilize course offerings in many other departments, particularly Sociology, Social Work, Psychology, and the Natural Resources Institute besides the other units in this structure.

V. Administration

The unit should be administered by a director assisted by one person in charge of each of the following programs:

- Undergraduate professional program
- Graduate professional program
- Women's Intramurals and Extramurals
- Men's Intramurals
- Ohio Union activities
- Other "all-university" recreation programs as developed

VI. Budget Responsibility

This would lie with the person who administers the program. Certain channels of budget responsibility would also be established with the Office of Student Relations in connection with the Student Activity Fees.

VII. Future Plans

As stated in the Introduction, most of the programs in this unit are not functioning in this proposed framework. However, all the programs with their personnel do exist and could be organized within the structure once a Unit Director has been secured. The one program in real need of development as well as additional personnel currently is that concerned with Undergraduate and Graduate Professional Preparation. At least six additional faculty members are needed in that area.

VIII. Cost Analysis (to be done later)⁹⁷

On December 1, 1967, Dean Lynn sent the report of the advisory committee to the new Vice-President John Corbally. The report had been unanimously approved by the committee two days prior to this. Mr. Corbally then wrote to Mr. Larkins, Mr. Hess and Miss Mordy notifying them that the advisory committee had in fact sent him their report and asked him to

⁹⁷Ibid.

"move ahead with the implementation of this recommendation."⁹⁸ He then suggested that copies be distributed to the staff so that everyone could have an opportunity to react to it during the winter quarter.

The Department voted to accept the report of the Advisory Committee in February, 1968.⁹⁹

After additional discussions in the Faculty Senate, the entire question of the location of physical education in the University structure and its relationship to athletics was finally resolved on June 13, 1968.¹⁰⁰ This question, which had first been raised in the mid 50's, therefore took some 13 years before a solution was finally reached. The official action was as follows:

The establishment of a school of Physical Education in the College of Education to replace the Department of Physical Education.

As a result of a comprehensive study by a Faculty Advisory Committee on the Academic Organization and Relocation of the Department of Physical Education, it was recommended that a school of Physical Education be established in the College of Education, effective July 1, 1968, to replace the current Department of Physical Education. This recommendation was endorsed by the faculty of the College of Education on April 23, 1968, the Council on Academic Affairs on May 6, 1968 and the University Faculty County on May 14, 1968.

⁹⁸Letter from John E. Corbally to Dr. Mordy, Dr. Hess and Mr. Larkins, December 5, 1967.

⁹⁹Letter from Dr. Hess and Dr. Mordy to John E. Corbally, February 2, 1968.

¹⁰⁰Annual Meeting of the Board, 1968, p. 758.

The essential nature of the recommendation is that the Department of Physical Education be re-organized and established as a School with appropriate academic sub-units with provisions for the development of a single co-ordinated faculty which shall be responsible for teaching, research, and service in physical education, health education and recreation. Although the Department of Physical Education has not been a direct administrative unit of the College of Education, there has been a close and long term relationship with the College of Education through which all of the Departments' curricula and course materials have been approved.

This recommendation is submitted to the Board of Trustees for approval in the belief that such a co-ordinated academic unit is essential for the long term development of a viable physical education program within the University.

Upon motion by Mr. Dunlap, seconded by Mr. Frances, the Board of Trustees approved the above recommendation by unanimous voice vote.¹⁰¹

It is impossible to make any valid evaluation or judgment of this action at present--that will be the lot of future historians. Some members of the faculty in physical education still view this with mixed emotions. The action by the Board has not solved all the problems. For example, most of the women believe this was a serious mistake and it will hurt physical education in time;¹⁰² former Director Larkins believes the same;¹⁰³ most of the men are convinced that this is the greatest single thing that has ever happened to physical education at Ohio State, so the two divergent schools of thought still persist; and lastly, a year

¹⁰¹Ibid., p. 758.

¹⁰²Interviews with various Women Faculty Members, 1969.

¹⁰³Richard Larkins, Private Interview in His Office, St. John Arena, April 22, 1969.

after the Board action which created a School of Physical Education took place, a director of the School still has not been named.

Conclusion

Events like this do not just happen. There are forces, circumstances, events and people behind them. The question might be asked--why would a physical education department anywhere, want to separate from athletics when some people still view the varsity athlete as the epitome of physical education as regards physical skills and the ability to perform. Other academic areas have their advanced students and accelerated programs, is not that what the varsity athlete is to physical education? If there is any truth to this, why separate? Conversely, some disagree strongly with this premise.

Recent history, in many respects, is the most difficult of all history to write, and since it is not possible to look back on the separation of the Department with any real perspective, no attempt will be made to evaluate this occurrence. Instead, the reasons for and against, along with the expressed feelings of individuals involved will simply be stated for the possible use of future historians. According to Dr. Ashbrook, the individuals actively advocating separation, initially, were Dr. Oberteuffer, Dr. Hess, Dr. Ashbrook, Dr. Cushman and Dr. Bennett. As time went on, more and more support was given to these men by other faculty members in the men's division, and when Dr.

Oberteuffer retired, Dr. Hess assumed the leadership in this movement.¹⁰⁴ In fact, Dr. Hess as the chairman, provided the greatest push and was the "stem winder" for the split of Physical Education from athletics and the move into the "academic stream" of the University.¹⁰⁵

Many of the men in the department were also members of the various coaching staffs and naturally were not in favor of separating from the athletic department. According to Dr. Hixson, the "straw that broke the camels back" and swung many of the "fence riders" to support separation occurred in the mid 60's. The University passed an across the board pay raise for the instructional faculty of the University but neglected instructional personnel in athletics and physical education as they were not budgeted in the academic area of the University. Many of the men blamed this oversight on the fact that physical education was not housed in the academic structure; and, this was due, in part at least, to their association with athletics in special services. The raise was finally granted, by special action; but, the damage had been done. Many of the physical educators felt they were looked upon as "second

¹⁰⁴Willard Ashbrook, Personal Interview in His Office, The Ohio State University, April 24, 1969.

¹⁰⁵Lewis Hess, Personal Interview in His Office, The Ohio State University, June 27, 1969.

class citizens" and to their way of thinking this was the proof.¹⁰⁶

During many hours of interviews with the men and women involved, many reasons were given as to why the split occurred and why the two areas finally separated. Dr. Lewis Hess offered several reasons but said his main concern was, "that if health and physical education are academic, then we should be in a college, not a special services area."¹⁰⁷ Dr. Willard Ashbrook and Dr. Bruce Bennett offered several reasons also and maintained that the divergent objectives between physical education and the athletic department had grown so far apart that the two were simply no longer compatible.¹⁰⁸ Dr. Wesley Cushman stated that the University had committed itself to greater emphasis on graduate work, research and instruction and that health and physical education could only achieve this by being an integral part of the College of Education. He also stated that by working with public school administrators through the College of Education, the Department of Health and Physical Education could exert a greater influence in the public schools of the State.¹⁰⁹

¹⁰⁶Chalmer Hixson, Personal Interview in his Office, The Ohio State University, April 23, 1969.

¹⁰⁷Lewis Hess, Personal Interview in His Office, The Ohio State University, June 27, 1969.

¹⁰⁸William Ashbrook and Bruce Bennett, Personal Interviews at Ohio State University, April 24, 1969.

¹⁰⁹Wesley Cushman, Personal Interview in His Office, The Ohio State University, June 30, 1969.

There were many other reasons given also by these and other faculty members. Some of these might be personal feelings of individuals, groups of staff members or in fact the whole division of men or women. Without any regard for priorities, these are the various reasons given during the course of this particular study and are listed solely to record the great number of views that developed during this period of re-organization.

1. The Council on Instruction encouraged it.
2. The President's Planning Committee suggested it.
3. Vice President Heimberger encouraged it when he said "when are you going to move out of the shadow of the stadium and into the academic stream of the University?"
4. Physical education had no voice in the operation of athletics even though we were all in the same department, but coaches could vote on matters pertaining to physical education.
5. We were second class citizens in relation to the athletic department regarding money, travel and facilities.
6. The Director was too busy with athletics to worry about physical education.
7. Coaches had faculty rank but did not teach any classes. When coaches were out of a job, physical education was expected to absorb them--often times at salaries that were higher than other staff members.
8. A feeling of dissatisfaction with the lack of leadership of the Department.
9. Pressure was put on faculty members by certain coaches to give athletes good grades in order to keep them eligible.
10. High salaries paid to coaches was a bone of contention.
11. Personality conflicts.
12. Jealousy because of great publicity given to athletics.
13. Physical education was often turned down for money requests, and addition of facilities and yet all the families of all the football coaches and certain administrators were guests of the athletic department at the Rose Bowl Game.

14. The two areas were too diverse in philosophy and objectives to be compatible.
15. Separation will give us more academic prestige.
16. The sports that caused the most trouble were football, basketball, track and swimming.
17. Coaches were hired with academic rank but were not qualified to teach.
18. There was resentment directed toward coaches counseling physical education majors regarding their course work.
19. We do not wish to be considered associates of some of the unsavory things characteristic of professional intercollegiate athletics.
20. There was no one to represent physical education around the council table.¹¹⁰

As was noted earlier, the women as a group, were never in favor of separating from athletics. It is not possible to document this, but it appears that they felt very secure in that particular method of organization; they had a great deal of autonomy; they had no quarrel with the athletic department or individuals in it and consequently they might have seen the new organization as a kind of threat to their division as a whole, and possibly to themselves as individuals. The fact that they went along with the move did not alter their basic desire not to separate, but when the "chips were down," accepting separation was the only way to insure "academic respectability," consequently there really was no choice to be made.

Basically the attitude of the women's division was expressed in the following letter to Director Larkins.

¹¹⁰Interviews with Various Faculty Members in the Department, 1969.

1. The women are content with the present organization--many were philosophically committed to the relatedness of physical education and athletics. Some women feel they have been forced to compromise to solve problems for the men.

2. The feeling exists that where "schools" or "colleges" have been established there have been substantial decreases in the number of women being employed and a decline in the quality of the women who are hired.

3. The feeling exists that our weakest areas in terms of curriculum development are those which involve joint effort of the two division, namely our undergraduate and graduate professional programs.

4. . . .The women believe they are doing a better job than the men and this would suffer in the reorganization.

5. The women feel that personal ambition of some of the men to achieve the position of "director" has been behind the push for re-organization.

6. A feeling that this is the life long goal of an emeritus professor and he is masterminding this move.^{lll}

It is possible to make several observations at this point.

1. The women had no desire to separate from the athletic department.

2. The women were highly suspicious of the real motives behind the men's desire for a re-organization.

3. The leadership in the men's division felt the growth of the men and women's divisions was being hampered by their association with the athletic department.

4. The men wanted more academic respectability through a re-alignment.

^{lll}

Letter from Dr. Mordy to Richard Larkins, November 10, 1967.

5. Some of the men felt that this was the only way health and physical education could become part of the academic area of the University.

6. The men were dissatisfied with the leadership of the Department.

In spite of the time and magnitude of the problems just settled, not all the efforts of the Department were concerned with these two issues during all these years. The normal growth and continued development that could be expected of a department in a rapidly growing University was very much in evidence.

Health education has grown quite rapidly since the late 1940's. According to Dr. Cushman, the Jackson Mills Conference of 1948 was the most significant event in establishing health education as a major area. As a result of the conference, Dr. Oberteuffer, Dr. Cushman, Dr. Paterson and Miss Allenbaugh made important changes in the course offerings in health, based on the standards developed at this conference. They also set up a health education major largely from existing courses in the physical education department and other departments as well. This effort was to be co-educational and was the only area at that time that was jointly planned by both the men and women. Another factor which helped was the desire on the part of the College

of Education to require all secondary teachers to have some training in health education.¹¹²

The graduate program in health education began in the late 40's also and the first Ph.D. graduate, who specialized in Health Education, was Helen Star.¹¹³

By 1964 the curriculum in health education was as follows:

MAJOR IN HEALTH EDUCATION

This program is offered by the Department of Physical Education to provide preparation in School Health Education. Students successfully completing this curriculum are eligible for the Ohio 4 year Provisional High School Certificate validated for the teaching of Health Education in grades 7-12. Its purpose is to prepare full time support, co-ordination and special teachers of School Health Education.

- I. General University Requirements
- II. General College Requirements
- III. University Basic Education Requirements
- IV. Content courses in major area
 - Introduction Anatomy - 5
 - Public Health Engineering - 3
 - First Aid - 1
 - Personal Health Problems - 3
 - Teaching of Health - 4
 - Organization Relationships in School Health Education - 3
 - School Health Survey - 3
 - Efficient Speaking - 5
 - Fundamentals of Nutrition - 5
 - Microbiology in Relation to Man - 5
 - Principles of Physical Education - 5
 - Introduction to Physiology - 10
 - Exceptional Children - General Survey - 3
 - Adolescence - 3
 - Factors in Successful Marriage - 3
- V. Required Professional Courses

¹¹²Wesley Cushman, Private Interview in His Office, The Ohio State University, April 25, 1969.

¹¹³Idem.

Introduction to Study of Education -	3
Elementary Education Concepts of Teaching -	4
Child Guidance -	4
Theory and Practice in Secondary Teaching -	5
Student Teaching -	9
Audio Visual -	3
Philosophy of Education -	3
Introduction to Guidance Survey -	3
Educational Psychology -	5

MINOR IN HEALTH EDUCATION

Required Courses 38 hours

Anatomy and/or Physiology -	10
Principles, Administration and Methods of the School Health Education Program -	10
Personal and Community Hygiene -	9
Current Progress in Disease Control -	2
Microbiology in Relation to Man -	5
Exceptional Children - General Survey -	3
Adolescence -	3
School Orientation of Children -	4 ¹¹⁴

The dance area had grown to such an extent under Helen Alkire that it became an important part of the women's division. A dance major was established in 1947, but in 1967 the dance major was moved (by request of the dance faculty) to the College of Arts and Sciences.¹¹⁵ The trend in dance has been toward that of a performing Art and teachers of dance have long felt that dance, as such, does not belong in physical education. Consequently the move was made. The dance curriculum, prior to 1967 was:

¹¹⁴The Ohio State University Catalog, 1964-65, Published by The Ohio State University, Columbus, Ohio, pp. 29-91.

¹¹⁵Margaret Mordy, Private Interview in Her Office, The Ohio State University, February 21, 1969.

1964-65

Degrees offered - B.S. in Education, M.A. Arts, Ph.D.

All undergraduate curricula in the Department of Physical Education lead to the degree B.S. in Education. The programs in this area prepare students in the following fields.

1. Teachers of Physical Education, dance, and Health in School and College
2. Coaches of Athletic Teams
3. Directors of school and community programs
4. Directors of intramural and interscholastic athletic programs

Dance Education

The dance major is a program planned for students with special interests and capabilities in dance, and is administered by the Women's Division of Physical Education. Stress is given to the craft of dancing techniques, choreography and production. The course of study is complemented by an academic program diverse in content and intellectual stimulation. 27 elective hours, 12 of which are beyond the requirement number for graduation, have been included for further study in one or more of the related arts, language or science. The dance curriculum qualifies students to teach in high school, colleges and universities. Students completing this program are eligible for the Ohio 4 year Provision High School Certificate Grades 7-12.

- I. General University Requirements - Physical Education R.O.T.C. or Health Education 6 quarters of Science, Social Science and Humanities
- II. General College Requirements - English Composition and Reading
- III. University Basic Education Requirements - Science - 15, Social Science - 15, Humanities - 15
- IV. Content Courses in Major Area
 - Introduction Anatomy - 5
 - Introduction to Art - 3
 - School Health Survey - 3
 - Esthetics - 3
 - Physical Education Activities - 6
 - Dance Notation - 4
 - Principles of Physical Education - 5
 - Dance Composition - 3
 - Dance Production - 5
 - Kinesiology - 5
 - Minor Problems in Dance Education - 6
 - Introduction to Physiology - 5
 - Acting - 3
 - History of Theatre - 9

DANCE 1964-65

V. Required Professional Courses

- Introductory Study of Education - 3
- Theory and Practice in Secondary Education - 5
- Student Teaching - 9
- Philosophy of Education - 3
- History of Western Education - 4
- Teaching of Health - 4
- Theory and Practice of Dance Education - 4
- Direct Teaching Experience in Physical Education - 2
- Theory and Practice of Modern Dance - 3
- Physical Education for Secondary School Youth - 3
- Educational Psychology - 5

University dance group is a performing concert group open to men and women students. Concerts, workshops and lecture demonstrations are presented annually and national concert tours are arranged every 2 or 3 years. Qualification for membership include a high degree of skill in modern and ballet techniques and experience in production and composition.

Preparatory Dance Group - is a wing of the University Dance Group, open to students through auditions. Through regular technique sessions and composition study, the group gains knowledge of dance as an art form, and seeks to acquire the skill requisite to membership in the University Dance Group.¹¹⁶

A non-teaching major in public recreation designed "especially to prepare personnel for employment in public recreation" had been created by the Department of Physical Education and the School of Social Work. The requirements were:

1. General University Requirements
2. General College Requirements
3. University Basic Education Requirements
4. Content Courses in Major Area
 - Field Service Project in Education - 10
 - Handicrafts - 4
 - Audio Visual - 3
 - Adult Education - 3
 - Informative Writing - 5
 - Art for Elementary Teachers - 5
 - First Aid - 1

¹¹⁶Ibid., pp. 289-90.

Music for Group Recreation - 2
 Supervision of Playground and Community
 Recreation Activities - 2
 Physical Education for Elementary Child - 4
 Theory and Practice in Dance - 2
 Camp Counseling - 3
 Public Recreation - 3
 American State Government - 5
 Local Government in United States - 3
 Principles of Public Administration - 5
 Social Psychology - 3
 Adolescence - 3
 Principles of Group Leadership
 Sociology of Urban Life - 5
 The Community - 4
 Collective Social Behavior - 3
 Leisure and Recreation - 4
 School and Community - 3¹¹⁷

The feelings and attitudes of the women's division toward intramural and intercollegiate sports for women during the 1960's had not changed since they established the National Golf Tournament some twenty years prior to this. Their intramural and intercollegiate program is an outgrowth of the instructional program and none of the girls can participate in any sport in which a class is not offered. Miss Phyllis Bailey had this to say:

. . . the Department of Physical Education, Women's Division throughout the years had been a leader in the field of competition for women. The Women's National Collegiate Golf Tournament was founded and conducted at Ohio State for several years. . . . Now this tournament has become so big that last year a regional midwest intercollegiate tournament was started.

In the same manner, the Ohio College Women's Tennis Tournament was organized and conducted by our department for several years. It, too, became well enough established that various colleges throughout Ohio hostess this tournament each year.

¹¹⁷Ibid., p. 293.

Our departmental intercollegiate policies have been used as guidelines at various times in formulating both state and national policies for intercollegiate competition for college women. We are proud of our heritage and continually strive to carry on a program of the highest quality.¹¹⁸

Even though there is a very definite trend toward intercollegiate athletic competition for women today, the major emphasis in the women's division at Ohio State is still the intramural program.¹¹⁹

By 1965, it was apparent that there was a real need in the secondary schools of Ohio for men who were qualified not only to coach athletic teams, but who could teach subjects other than physical education, since there were relatively few of these teaching positions in high schools. This need was discussed at great length during the Green Meadows Conference at Worthington, Ohio in 1965. By 1967, the men's division at Ohio State had established a "Teaching of Sports" minor under the leadership of Dr. Hixson. The first graduate with this "minor" was Ted Bauer in the Autumn of 1968. According to Dr. Hixson, Ohio State was one of the first Universities in the country to establish such a program.¹²⁰

In the Fall of 1968 Dr. Mordy resigned as Chairman of the Women's Division to become assistant Dean of Program

¹¹⁸Phyllis Bailey, Private Interview in Her Office, The Ohio State University, May 6, 1969.

¹¹⁹Idem.

¹²⁰Idem., Hixson.

in the College of Education. Mary Beyrer was named as Acting Chairman for the rest of the school year.

After physical education separated from the athletic department and became a School in 1968 a significant change took place regarding the curriculum. For the first time the men and women developed a joint major in physical education.¹²¹ The new curriculum illustrates the trend in physical education at Ohio State in 1969, and that is greater emphasis on the scientific aspects of physical education; the adoption of more academically oriented courses and a greater emphasis on classroom subjects in the professional preparation of major students.

The major program as it stands today is composed of a "core" of subjects which are required during the first two years. After this a student can specialize in one of five areas--interscholastic sports, science, elementary physical education, secondary physical education or health education.¹²²

The "core" further illustrates the direction of physical education as described previously.

CORE REQUIRED

Nature of Human Movement - 5 hours
Kinesiology - 5 hours
Historical Foundations - 5 hours

¹²¹School of Physical Education, "Physical Education Undergraduate Program, Fall, 1968.

¹²²Ibid.

Zoology - 10 hours
 Science of Development through Activity - 5 hours
 Movement Behavior and Perceptual Process - 5 hours
 Orientation to Physical Education - 2 hours
 Philosophical Foundations of Physical Education
 - 5 hours
 Activities - 9 hours
 Advanced Skills - 4-6 hours¹²³

This emphasis has carried over to graduate school also. Beginning in the summer of 1969, six new courses will be offered: Concepts of the Body in Physical Education, Mechanical Analysis of Motor Skills, Human Movement Theory in Physical Education, Comparative Physical Education and International Sport, Areas and Facilities in Physical Education and Advanced Skill Techniques.¹²⁴

Physical education at Ohio State has "run the gamut" from the formal calisthentic type of program begun by Dr. Linhart in 1898 to individual and team sports, physical fitness, activities with carry over value and now the scientific aspects and concern with human movement.

Summary

At the end of World War II there was a tremendous growth in the student population on campus which created pressure on facilities, curriculum offerings and staff. This forced a spurt in the growth of all areas of the

¹²³Ibid.

¹²⁴"Graduate Study, Health Education, Physical Education," The Ohio State University (N.D.), p. 4.

University and in order to handle these large numbers of students, some 18 additional faculty members were employed in physical education at the end of World War II. This was a period of great growth in staff and program.

Dr. Oberteuffer resigned as Chairman of the Men's Division in 1957 and Lewis Hess was named as his successor. Some re-organization took place at that time including the establishment of a co-ordinating committee which has grown into a most effective group within the Men's Division.

In 1960 a general University re-organization began to take place which set in motion the machinery that would eventually bring about the split between physical education and athletics some eight years later.

Another critical issue came to the front when the Council on Instruction questioned the University requirement for physical education. Dr. Oberteuffer "carried the ball" and the requirement was saved. However, most people in the department believe that it is only a matter of time until physical education becomes an elective at Ohio State.

In July, 1968 the School of Health and Physical Education was established.

What of the future of physical education at Ohio State; the requirement, the new curriculum and the School itself? The answers to these will be answered by time and recorded by future historians.

APPENDIX A

PHOTOGRAPHS OF FACILITIES

Fig. 1.--The Armory - 1898

Fig. 2.--The Interior of the Armory - 1908

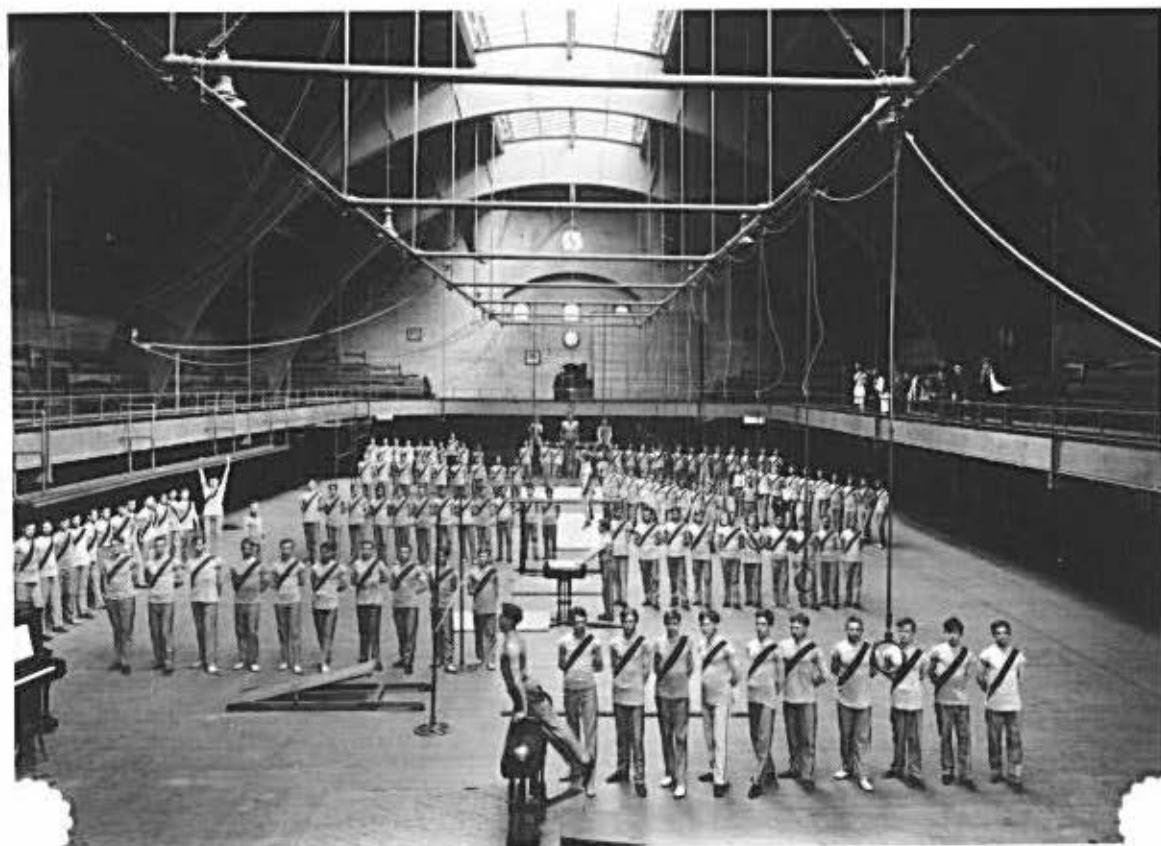


Fig. 3.--Aerial View of Pomerene Hall - 1923

Fig. 4.--Women's Field House with the Southwest Tower
of the Stadium in the Background - 1927.

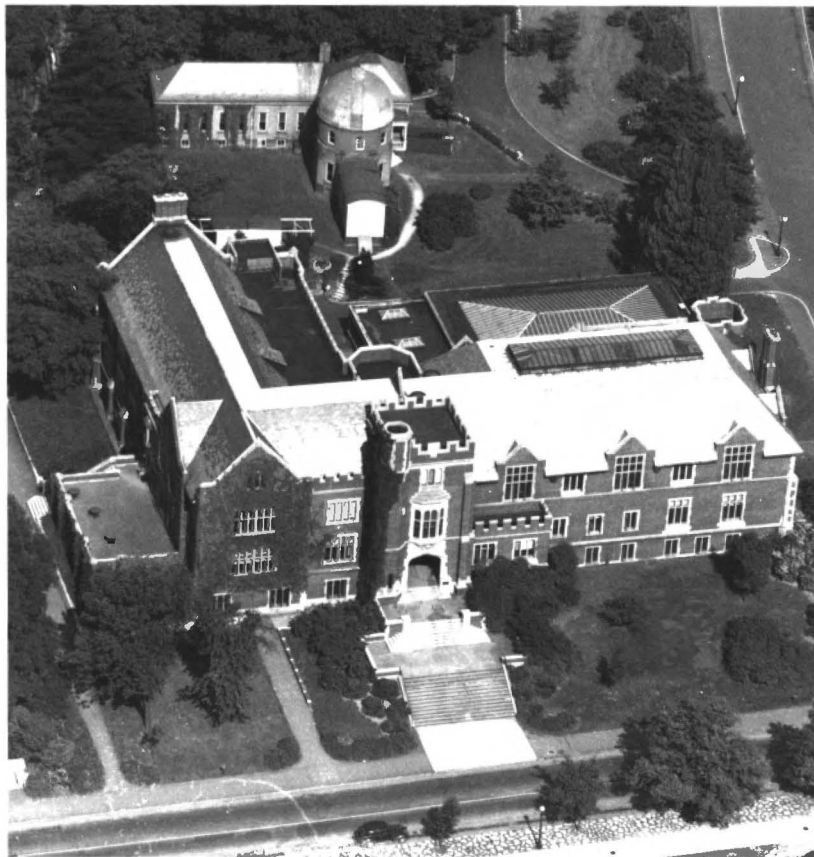


Fig. 5.--Men's Gymnasium (on the right) and Natatorium (on the left) - 1931.

Fig. 6.--Tennis Courts and Outdoor Physical Education Play Area Just West of the Gymnasium and South of the Stadium.

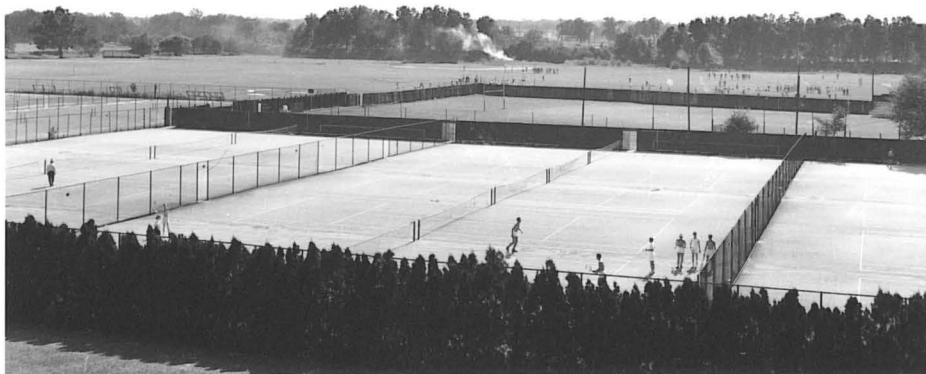


Fig. 7.--Aerial View of the University Golf Course
1935

Fig. 8.--Aerial View of French Field House (left),
-1956, St. John Arena (center) 1956 and the Ice Rink (right)
1962



APPENDIX B

PHOTOGRAPHS OF DEPARTMENT CHAIRMAN

Fig. 9.--Dr. Christopher P. Linhart, Ohio State University's First Physical Educator - 1898-1904.

Fig. 10.--Dr. H. Shindle Wingert - Director of Men's Physical Education - 1906-1915.



Fig. 11.--Stella Elliot Canfield
Associate Director of the Gymnasium
1897-1900.

Fig. 12.--Florence Meyer
Director, Physical Education
Women's Division, 1915-1920

Fig. 13.--Ethel Scofield
Director, Physical Edu-
cation, Women, 1920-1922.



Fig. 14.--Don Huddleson--Director of the
Gymnasium 1904-1905.

Fig. 15.--A Group of "Gym Aids," 1901.



Fig. 16.--Lydia Clark
Director, Physical Education
Women, 1922-1932

Fig. 17.--Gladys Palmer
Chairman, Women's Division
1932-1952

Fig. 18.--Margaret Mordy
Chairman, Women's Division
1953-1968

Fig. 19.--Mary Beyrer
Acting Chairman, Women's
Division, 1969-

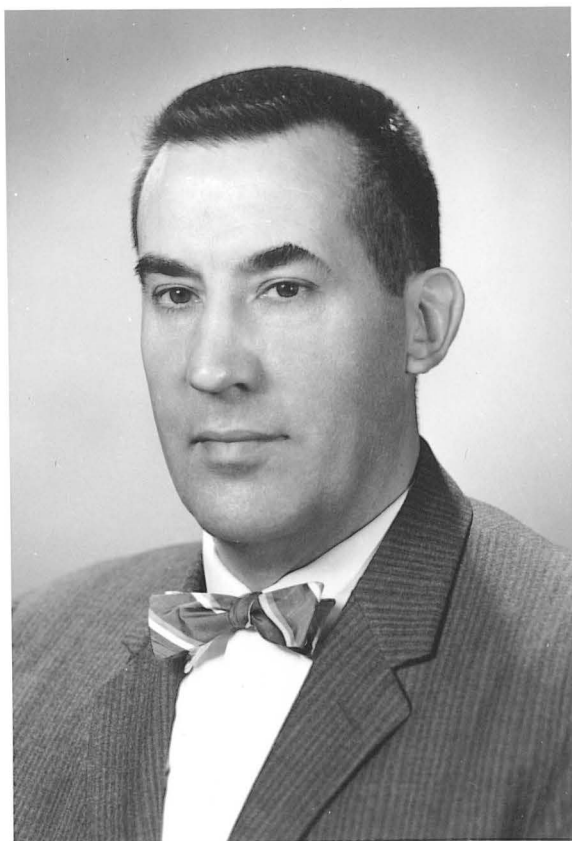


Fig. 20.--Lynn W. St. John
Head of the Department
1915-1947

Fig. 21.--Richard Larkins
Head of the Department
1947-1968

Fig. 22.--Delbert Oberteuffer
Chairman, Men's Division
1933-1957

Fig. 23.--Lewis Hess
Chairman, Men's Division
1957-



APPENDIX C

PHOTOGRAPHS OF PHYSICAL EDUCATION ACTIVITIES

Fig. 24.--Men's Gymnastic Exhibition on Ohio Field
1909

Fig. 25.--Women Running a Sprint During a Play Day -
1925.

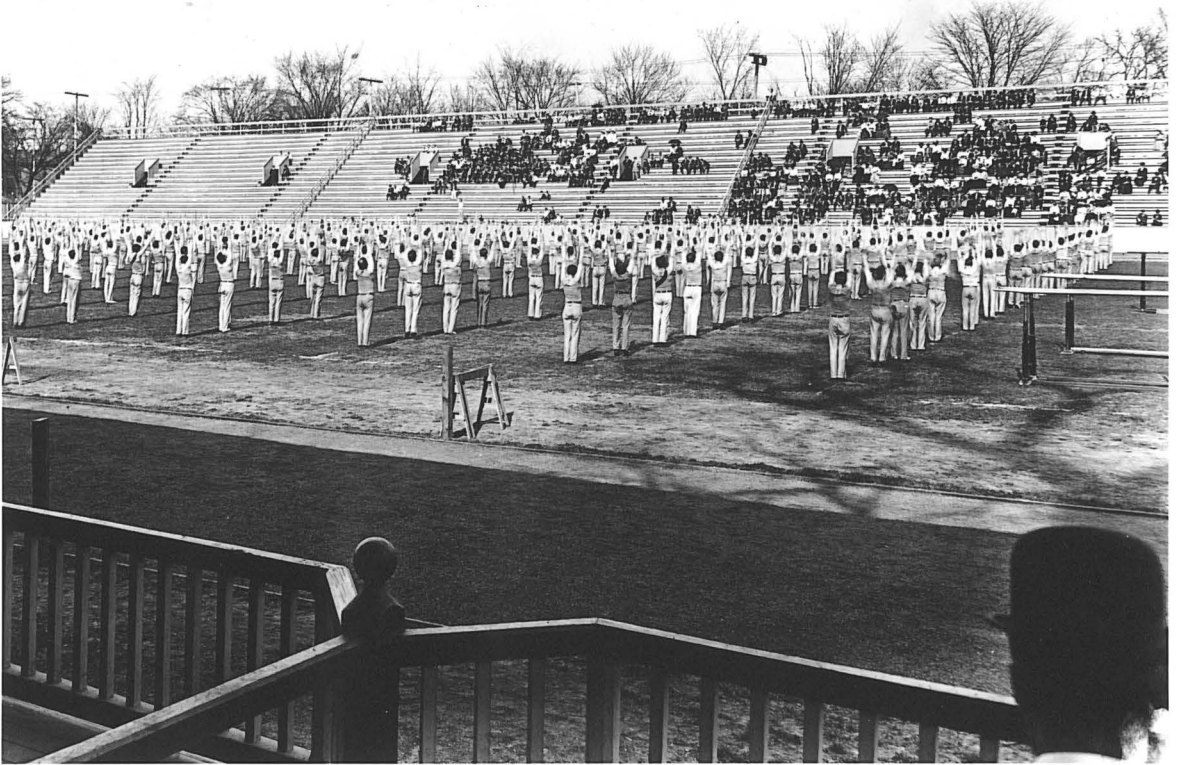


Fig. 26.--Women's Physical Education in the Armory-
1909.

Fig. 27.--Physical Education Students in Summer School
- 1917. Mr. St. John Standing at Lower Left.



Fig. 28.--Men's Physical Education Class Inside the Armory
Showing the "Gym Aids" in Front - 1914.

Fig. 29.--Men's Physical Education Class Playing Medicine
Ball - 1920.



Fig. 30.--Women's Physical Education Class Demonstrating
Danish Gymnastics - 1920.

Fig. 31.--Women's Physical Education Class in Equitation--
in Front of Ohio Stadium - 1930.



APPENDIX D

FACULTY MEMBERS WITH AT LEAST
20 YEARS OF SERVICE

FACULTY MEMBERS WITH AT LEAST
20 YEARS OF SERVICE
As of 1968-1969

Men

1923-1966 Bernard Mooney - 43 years
 1924-1964 Leo Staley - 40 years
 1926-1966 Laurence Snyder - 40 Years
 1930- Floyd Stahl - 39 years
 1926-1963 Michael Peppe - 37 years
 1932- Richard Larkins - 37 years
 1932-1968 Delbert Oberteuffer - 36 years
 1912-1947 L. W. St. John - 35 years
 1934- Willard Ashbrook - 35 years
 1919-1952 Samuel Cobb - 33 years
 1927-1960 Walter Duffee - 33 years
 1936-1967 Carl Wirthwein - 31 years
 1915-1946 Frank Castleman - 31 years
 1932-1962 Ernest Godfrey - 30 years
 1941- E. B. Trotter (secretary) - 28 years
 1934-1961 Herman Wirthwein - 27 years
 1939-1966 Robert Kepler - 27 years
 1942- Ernest Biggs - 27 years
 1942- Anthony Montonaro - 27 years
 1943- Chalmer Hixson - 26 years
 1923-1946 Harold Olsen - 23 years
 1946- Wesley Cushman - 23 years
 1946- Lewis Hess - 23 years
 1946- Esco Sarkkinen - 23 years
 1947- Casey Fredericks - 22 years
 1947- Joseph Hewlett - 22 years
 1912-1933 Jack Wilce - 21 years
 1947-1968 Lyal Clark - 21 years
 1948- Bruce Bennett - 21 years
 1949- Charles Beetham - 20 years

Women

1923-1963 Esther Gilman - 40 years
 1922-1958 Dorothy Sumption Wirthwein - 36 years
 1922-1957 Gladys Palmer - 35 years
 1929-1964 Jeannette Stein - 35 years
 1930-1963 Geneva Watson - 33 years
 1935-1967 Lida Hays - 32 years
 1937- Mary Yost - 32 years
 1926-1958 Shirley Armstrong - 32 years
 1940-1968 Helen Alkire - 28 years
 1941- Naomi Allenbaugh - 28 years

APPENDIX E

DEPARTMENT CHAIRMAN AND YEARS IN OFFICE

DEPARTMENT CHAIRMAN AND YEARS IN OFFICE

Men

1897-1904 Christopher Linhart - Director of Gymnasium
1904-1906 Don Huddleson - Director of Gymnasium
1906-1915 H. Shindle Wingert - Director of Physical
Education (Men)
1915-1947 L. W. St. John - Head of Department
1947-1968 Richard Larkins - Head of Department
1933-1957 Delbert Oberteuffer - Chairman
1957- Lewis Hess - Chairman

Women

1897-1900 Stella Elliot - Associate Director of Gymnasium
1900-1903 Clara Berryman - Associate Professor of Physical
Education
1903-1906 Maud Martin - Director of Physical Education for
Women
1906-1908 Bertha Hopkins - Director of Physical Education
for Women
1908-1909 Norma Searing - Director of Physical Education for
Women
1909-1914 Alice Littlejohn - Director of Physical Education
for Women
1914-1915 Dorothy Bocker - Director of Physical Education
for Women
1915-1920 Florence Meyer - Director of Physical Education
for Women
1920-1922 Ethel Scofield - Director of Physical Education
for Women
1922-1932 Lydia Clark - Director of Physical Education for
Women
1932-1952 Gladys Palmer - Chairman
1952-1953 Mary Draper - Acting Chairman
1953-1968 Margaret Mordy - Chairman
1969- Mary Beyrer (Acting Chairman)

APPENDIX F

MAJOR PUBLICATIONS OF FACULTY MEMBERS

MAJOR PUBLICATIONS OF FACULTY MEMBERS

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- Bennett, Bruce, and Others. A World History of Physical Education. New York: Prentice-Hall, 1953.
- Beyrer, Mary K., Anne E. Nolte and Marian K. Solleder. A Directory of Selected References and Resources for Health Instruction. Minneapolis: Burgess Publishing Company, 1966.
- Biggs, Ernest. Conditioning for Football. Dubuque: W. C. Brown Company, 1968.
- Clark, Lydia. Physical Training for the Elementary Schools. Chicago: B. H. Sanborn and Company, 1921.
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- _____. Health in the World of Work. New York: McGraw-Hill Book Company, Inc., 1942. (Collab. with J. F. Williams).
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- Personal Hygiene for College Students. New York: Bureau of Publications, Teachers College, Columbia University, 1930.
- O'Brien, Ronald. Springboard Diving Fundamentals. Columbus: Charles E. Merrill Publishing Company, 1968.
- Olson, Edward C. Conditioning Fundamentals. Columbus: Charles E. Merrill Publishing Company, 1968.
- Palmer, Gladys. Baseball for Girls and Women. New York: A. S. Barnes and Company, 1929.
- Peppe, Michael. Sports Illustrated Book of Diving. Philadelphia: Lippincott Co., 1961.
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APPENDIX G

FACULTY ROSTERS, 1897-1969

Faculty Rosters Physical Education
Men and Women, 1897-1969

Men

1897-1897

Christopher P. Linhart - Director of Gymnasium

1898-1899

Christopher P. Linhart - Director of Gymnasium
Don Huddleson - Assistant in Gymnasium

1899-1900

Christopher P. Linhart - Director of Gymnasium
Don Huddleson - Assistant in Physical Education

1900-1901

Christopher P. Linhart - Director of Gymnasium
Don Huddleson - Instructor

1901-1902

Christopher P. Linhart - Director of Gymnasium
Don Huddleson - Instructor

1902-1903

Christopher P. Linhart - Director of Gymnasium
Don Huddleson - Instructor

1903-1904

Christopher P. Linhart - Director of Gymnasium
Don Huddleson - Instructor

1904-1905

Don Huddleson - Instructor

1905-1906

Don Huddleson - Instructor
Wm. Knapp - Assistant in Physical Education

1906-1907

H. Shindle Wingert - Director of Physical Education (Men)

1907-1908

H. Shindle Wingert - Director of Physical Education for Men
J. Thomas Kibler - Assistant in Physical Education for Men

1908-1909

H. Shindle Wingert - Director of Physical Education for Men
J. Thomas Kibler - Assistant in Physical Education of Men

1909-1910

H. Sindler Wingert - Director of Physical Education for Men
 J. Thomas Kibler - Assistant in Physical Education of Men
 E. A. Bauer - Sec. Assistant in Physical Education of Men

1910-1911

H. Shindle Wingert, Director Physical Education for Men
 J. Thomas Kibler - Assistant in Physical Education of Men
 Emery A. Bauer - Assistant in Physical Education of Men

1911-1912

H. Shindle Wingert - Director Physical Education for Men
 H. A. Alexander - Assistant in Physical Education of Men
 E. A. Bauer - Assistant in Physical Education of Men

1912-1913

H. Shindle Wingert - Director of Gymnasium
 G. H. Bartholomew - Instructor
 Henry Ohlson - Instructor
 John Heffelfinger - St. Assistant

1913-1914

H. Shindle Wingert - Director of Gymnasium
 G. H. Bartholomew - Instructor
 Henry Ohlson - Instructor

1914-1915

H. Shindle Wingert - Director of Gymnasium
 George Bartholomew - Instructor
 Henry Ohlson - Instructor

1915-1916

L. W. St. John - Administrator
 J. W. Wilce - Professor
 F. R. Castleman - Professor
 Henry Ohlson - Instructor
 Allison Marsh - Instructor
 George Trautman - Instructor (Part-time)
 Campbell Graf - St. Assistant

1916-1917

L. W. St. John - Administrator
 J. W. Wilce - Professor
 F. R. Castleman - Professor
 J. H. Nichols - Assistant Professor
 Henry Ohlson - Instructor
 Allison Marsh - Instructor
 George Trautman - Instructor

1917-1918

L. S. St. John - Professor, Administrator
J. H. Nichols - Professor, Director Track and Field
J. W. Wilce - Professor, Football, Intramural
H. C. Ohlson, Instructor
George M. Trautman - Instructor
Ossian C. Bird - Instructor
Wayne Wright - Assistant - Part-time
F. R. Castleman - Professor - Part-time

1918-1919

L.W. St. John - Professor, Administrator
F. R. Castleman - Professor, Director Track and Field
J. H. Nichols - Professor
J. W. Wilce - Professor, Football and Intramural
H. C. Ohlson - Instructor
O. C. Bird - Instructor
George M. Trautman - Assistant Professor

1919-1920

L. W. St. John - Professor, Administrator
J. H. Nichols - Professor
J. W. Wilce - Professor, Football
F. R. Castleman - Professor, Director Track and Field
George M. Trautman - Professor, Frosh Football
O. C. Bird - Assistant Professor, Part-time
H. C. Ohlson - Instructor
Samuel Cobb - Instructor, Part-time
Harry Caldwell - Assistant, Part-time

1920-1921

L. W. St. John - Professor, Administrator
J. H. Nichols - Professor
J. W. Wilce - Professor, Football
F. R. Castleman - Professor, Track and Field
G. M. Trautman - Assistant Professor, Director of Baseball
and Frosh. Football
S. H. Cobb, Instructor
Darwin Hindman - Instructor
Al Haff - Instructor, Part-time
Wayne Fogle - St. Assistant
Ralph Stewart - St. Assistant
Wilbur Fish - St. Assistant, Part-time
V. R. Billingsley - Secretary

1921-1922

L. W. St. John - Professor, Administrator
J. H. Nichols - Professor
F. R. Castleman - Professor, Field and Track
J. W. Wilce - Professor, Football
G. M. Trautman - Assistant Professor, Baseball and Assistant Administrator
Samuel Cobb - Assistant Professor

1921-1922 (Contd.)

Harry Caldwell - Instructor
 Glenn Alexander - Instructor, Part-time
 R. M. Greuninger - St. Assistant
 R. T. Matson - St. Assistant
 Cecil Clough - St. Assistant, Part-time
 Paul Norton - St. Assistant, Part-time
 V. R. Billingsley - Secretary

1922-1923

L. W. St. John - Professor, Administrator
 J. H. Nichols - Professor
 J. W. Wilce - Professor, Football
 F. R. Castleman - Professor, Track and Football
 Samuel Cobb, Assistant Professor
 G. M. Trautman - Assistant Professor, Assistant to
 Administrator
 Glenn Alexander - Instructor
 R. M. Greuninger - St. Assistant
 Paul Norton - St. Assistant
 V. R. Billingsley - Secretary

1923-24

L. W. St. John - Professor, Administrator
 J. H. Nichols - Professor
 J. W. Wilce - Professor, Football
 F. R. Castleman - Professor, Track and Field
 Samuel Cobb - Assistant Professor
 G. M. Trautman - Assistant Professor, Assistant to
 Administrator
 Bernard Mooney - Instructor
 Glenn Alexander - Instructor, Gymn Coach
 Walter Essman - Instructor, Assistant Coach
 H. G. Olsen - Instructor, Basketball
 R. M. Greuninger - St. Assistant
 Alvin Backman - St. Assistant
 Walter Pemberthy - St. Assistant

1924-1925

L. W. St. John - Professor, Administrator
 J. H. Nichols - Professor
 J. W. Wilce - Professor, Football
 F. R. Castleman - Professor, Track and Football
 Samuel Cobb - Assistant Professor, Asst. Coach
 Geo. Trautman - Assistant Professor, Asst. Administrator
 Bernard Mooney - Instructor, Asst. Coach
 Leo Staley - Instructor, Gym Coach
 V. R. Billingsley - Secretary
 Louis Kunzig - Instructor
 H. G. Olsen - Instructor, Director Basketball
 Walter Essman - Instructor, Asst. Coach

1924-1925 (Contd.)

Robert Greuninger - Assistant
 A. W. Backman - St. Assistant
 Walter Pemberthy - St. Assistant
 Carl Tishler - St. Assistant

1925-1926

L. W. St. John - Professor, Administration
 J. H. Nichols - Professor
 J. W. Wilce - Professor, Football
 F. R. Castleman - Professor, Track and Field
 Ger. Trautman - Assistant Professor, Asst. Administration
 H. G. Olsen - Assistant Professor, Basketball
 Samuel Cobb - Assistant Professor, Asst. Coach
 Bernard Mooney - Instructor - Wrestling
 Walter Essman - Instructor, Asst. Coach
 Leo Staley - Instructor, Gym Coach
 V. a. Billingsley - Secretary
 Robert Greuninger - Assistant Instructor
 Walter Pemberthy - St. Assistant
 Carl Tishler - St. Assistant.

1926-1927

L. W. St. John - Professor, Administration
 J. H. Nichols - Professor
 J. W. Wilce - Professor, Football
 F. R. Castleman - Professor, Track
 Samuel Cobb - Assistant Professor, Asst. Coach
 Geo. Trautman - Assistant Professor, Asst. Administration
 H. G. Olsen - Assistant Professor, Basketball
 Bernard Mooney - Instructor, Wrestling
 Leo Staley - Instructor, Gym Coach
 H. S. Wood - Instructor
 Darwin Hindman - Instructor
 S. S. Willaman - Instructor, Intra. and Asst. Coach
 Laurence Snyder - Instructor, Asst. Coach
 Andrew Oberlander - Instructor
 Wm. Griffith - Instructor, Asst. Coach
 M. C. Chambers - Instructor, Trainer
 V. R. Billingsley - Secretary
 Michael Peppe - St. Assistant
 Willard Altman - St. Assistant
 Walter Caldwell - St. Assistant
 D. H. Kreuger - St. Assistant
 Henry Frederick - St. Assistant
 Dudley Glick - St. Assistant
 Manuel Kueckle - St. Assistant

1927-1928

L. W. St. John - Professor, Administrator
 J. H. Nichols - Professor
 J. W. Wilce - Professor, Football
 F. R. Castleman - Professor, Track
 Samuel Cobb - Assistant Professor, Asst. Coach
 Geo. Trautman - Assistant Professor, Asst. Administration
 H. G. Olsen - Assistant Professor, Basketball
 Darwin Hindman - Instructor
 Bernard Mooney - Instructor, Wrestling
 H. S. Wood - Instructor
 S. S. Willaman - Instructor, Intra.-Asst. Coach
 Leo Staley, Instructor, Gym Coach
 V. R. Billingsley - Secretary
 A. V. Pryor, Assistant
 Walter Duffee - Assistant Medical Examiner, Team Physician
 Willard Altman - St. Assistant
 Walter Caldwell - St. Assistant
 Wm. Cox - St. Assistant
 Wm. Scheidt - Graduate Assistant
 Willard Cotter - Graduate Assistant

1928-1929

L. W. St. John - Professor, Administrator
 J. W. Wilce - Professor, Football
 F. R. Castleman - Professor, Track
 Samuel Cobb - Assistant Professor, Asst. Coach
 Harlan Metcalf - Assistant Professor
 Geo. Trautman, Assistant Professor, Asst. Administrator
 Darwin Hindman - Assistant Professor
 Walter Duffee - Assistant Professor, Team Physician
 H. S. Wood - Assistant Professor, Asst. Director Intra.
 H. G. Olsen - Assistant Professor, Basketball
 S. S. Willaman - Assistant Professor, Intra. Asst. Coach
 Bernard Mooney - Instructor, Wrestling
 Leo Staley - Instructor, Gym Coach
 Michael Peppe - Instructor
 A. V. Pryor - Assistant
 M. C. Chambers - Assistant
 Walter Petry - St. Assistant
 Walter Altman - St. Assistant
 Roy Hussey - Secretary

1929-1930

L. W. St. John - Professor, Administrator
 F. R. Castleman - Professor, Track
 J. W. Wilce - Professor
 Samuel Cobb - Assistant Professor, Asst. Coach
 Harlan Metcalf - Assistant Professor
 Darwin Hindman - Assistant Professor
 Walter Duffee - Assistant Professor, Medical Examiner and
 Team Physician

1929-1930 (Contd.)

H. S. Wood - Assistant Professor, Intra.
 A. J. Oberlander - Assistant Professor, Asst. Coach
 L. N. Snyder - Assistant Professor, Assit. Coach
 S. S. Willaman - Assistant Professor, Dir. of Football
 H. G. Olsen - Assistant Professor of Basketball
 Leo Staley, Assistant Professor, Gymn Coach
 Michael Peppe - Instructor
 Bernard Mooney - Instructor, Wrestling
 H. F. Castle - Instruction
 A. V. Pryor - Assistant
 Wm. Cox - St. Assistant
 Williard Altman - St. Assistant
 Roy Hussey - Secretary

1930-1931

L. W. St. John - Professor, Administrator
 F. R. Castleman - Professor, Track
 J. W. Wilce - Professor
 Harlan Metcalf - Assistant Professor
 Samuel Cobb - Assistant Professor, Asst. Coach
 Darwin Hindman - Assistant Professor
 Harold Wood - Assistant Professor, Intra.
 Laurence Snyder - Assistant Professor, Asst. Coach
 H. G. Olsen - Assistant Professor, Basketball
 Harry Castle - Instructor
 Bernard Mooney - Instructor, Wrestling
 Michael Peppe - Instructor, Swimming
 Floyd Stahl - Instructor, Asst. Coach
 Leo Staley - Instructor, Gym Coach
 A. V. Pryor - Assistant
 Walter Duffee, Medical Examiner, Team Physician
 Roy Hussey - Secretary

1931-1932

L. A. St. John - Professor, Administrator
 F. R. Castleman - Professor, Track
 J. W. Wilce - Professor
 S. S. Willaman - Professor, Football
 Harlan Metcalf - Assistant Professor
 Samuel Cobb - Assistant Professor, Assit. Coach
 Darwin Hindman - Assistant Professor
 Harold Wood - Assistant Professor, Intra.
 Laurence Snyder - Assistant Professor, Asst. Coach
 Harry Castle - Instructor, Soccer
 Bernard Mooney - Instructor, Wrestling
 Michael Peppe - Instructor, Swimming
 Floyd Stahl - Instructor, Asst. Coach
 Leo Staley - Instructor, Gym Coach
 Walter Duffee - Medical examiner, Team Physical
 Roy Hussey - Secretary

1932-33

L. W. St. John - Professor, Administrator
 Frank Castleman - Professor, Director of Track
 John Wilce - Professor
 Delbert Oberteuffer - Professor
 S. S. Willaman - Professor, Football
 Harlan Metcalf - Associate Professor
 Darwin Hindman - Associate Professor
 Samuel Cobb - Assistant Professor
 Harold Wood - Assistant Professor, Intr.
 Lawrence Snyder, Assistant Professor, Track Coach
 Bernard Mooney - Instructor, Wrestling
 Michael Peppe - Instructor, Swimming
 Floyd Stahl - Instructor, Assistant Coach
 Leo Staley, Instructor, Gym Coach
 Wesley Fesler, Instructor - Assit. Coach
 Richard Larkins - Instructor, Asst. Coach
 Willard Altman - Assistant, Asst. Coach
 Ernest Godfrey - Assistant - Asst. Coach
 Harold Olsen - Assistant - Basketball
 Cyril Surington - Graduate Assistant, Asst. Coach
 Walter Duffee - Medical Examiner, Team Physician
 Roy Hussey, Secretary

1933-34

L. W. St. John - Professor, Administrator
 Frank Castleman - Professor, Director of Track
 John Wilce - Professor
 Delbert Oberteuffer - Professor
 S. S. Willaman - Professor - Football
 Harlan Metcalf - Associate Professor
 Darwin Hindman - Associated Professor
 Samuel Cobb - Assistant Professor
 Harold Wood - Assistant Professor, Intra.
 Lawrence Snyder - Assistant Professor, Track Coach Athletic
 News Bureau
 Ernest Godfrey - Assistant Professor - Asst. Coach
 Harold Olsen - Assistant Professor, Basketball
 Richard Larkins - Instructor, Asst. Coach
 Bernard Mooney - Instructor, Wrestling
 Michael Peppe - Instructor, Swimming
 Floyd Stahl, Instructor, Asst. Coach
 Leo Staley - Instructor, Gym Coach
 Cyril Surington - Graduate Assistant, Asst. Coach
 Walter Duffee - Medical Examiner, Team Physician
 V. R. Billingsley - Secretary

1934-35

L. W. St. John, Chairman - Professor, Administrator
 Frank Castleman - Professor, Director Track
 Delbert Oberteuffer - Professor
 Francis Schmidt - Football - Professor
 Harlan Metcalf - Associate Professor
 Darwin Hindman - Associate Professor
 Harold Wood - Associate Professor, Intra.
 Samuel Cobb - Assistant Professor
 Lawrence Snyder - Assistant Professor, Track Coach
 Ernest Godfrey - Assistant Professor, Asst. Coach
 Harold Olsen - Assistant Professor, Basketball
 L. Gordon Staley - Assistant Professor, Gym Coach
 Richard Larkins - Assistant Professor, Asst. Coach
 Bernard Mooney - Instructor, Wrestling
 Michael Peppe - Instructor, Swimming
 Frank Riebel, Instructor, Fencing
 Floyd Stahl - Instructor; Asst. Coach
 Walter Duffee - Medical Examiner, Team Physician
 V. R. Billingsley, Secretary

1935-36

L. W. St. John, Chairman, Professor, Administrator
 Frank Castleman - Professor, Director Track
 Delbert Oberteuffer - Professor
 Francis Schmidt - Professor, Football
 Harlan Metcalf - Associate Professor
 Harold Wood - Associate Professor, Intra.
 Willard Ashbrook - Associate Professor
 Samuel Cobb - Assistant Professor
 Lawrence Snyder - Assistant Professor, Track
 Ernest Godfrey - Assistant Professor, Asst. Coach
 Harold Olsen - Assistant Professor, Basketball
 L. Gordon Staley - Assistant Professor, Gym Coach
 Frederick Mackey - Instructor, Assist. Coach
 Bernard Mooney - Instructor, Wrestling
 Michael Peppe - Instructor, Swimming
 Frank Riebel-Instructor, Fencing
 Floyd Stahl - Instructor, Baseball
 Herman Wirthwein - Instructor
 Walter Duffee - Medical Examiner, Team Physicial
 Robert Francis - Graduate Assistant
 Richard Voliva - Graduate Assistant
 V. R. Billingsley; Benjamin Carroll - Secretary

1936-1937

L. W. St. John, Chairman - Professor, Administrative
 Frank Castleman - Professor, Director Track
 Delbert Oberteuffer - Professor
 Francis Schmidt - Professor, Football
 Harold Wood - Associate Professor, Intra.
 Willard Ashbrook - Associate Professor
 Glenn Howard - Associate Professor

1936-1937 (Contd.)

Samuel Cobb - Assistant Professor
 Lawrence Snyder - Assistant Professor, Track
 Ernest Godfrey - Assistant Professor, Assit.
 Harold Olsen - Assistant Professor, Basketball
 L. Gordon Staley - Assistant Professor, Gym Coach
 Bernard Mooney - Assistant Professor, Wrestling
 Frederick Mackey - Instructor, Assit.
 Michael Peppe - Instructor, Swimming
 Frank Riebel - Instructor, Part-time, Fencing
 Floyd Stahl - Instructor, Baseball
 Carl Wirthwein - Instructor
 Herman Wirthwein - Instructor, Tennis
 Walter Duffee - Medical Examiner, Team Physician
 Joseph Petta; Richard Stulty - Part-time Assistants
 Kenneth Carpenter; Edward Sears - Graduate Assistants
 V. R. Billingsly; Benjamin Carroll, Secretaries

1937-1938

L. W. St. John, Chairman - Professor, Administrative
 Frank Castleman - Professor, Director Track
 Delbert Oberteuffer - Professor
 Francis Schmidt - Professor, Football
 Willard Ashbrook - Associate Professor
 Walter Duffee - Associate Professor, Medical Examiner,
 Team Physicial
 L. Gordon Staley - Associate Professor, Intr.
 Samuel Cobb - Assistant Professor
 Lawrence Snyder - Assistant Professor, Track
 Ernest Godfrey - Assistant Professor, Assit. Coach
 Harold Olsen - Assistant Professor, Basketball
 Bernard Mooney - Assistant Professor, Wrestling
 Glenn Howard - Assistant Professor, Wrestling
 Richard Larkins - Assistant Professor
 Michael Peppe - Assistant Professor, Swimming
 Frederick Mackey - Instructor - Assist. Coach
 Frank Riebel (Part-time) - Instructor, Fencing
 Floyd Stahl - Instructor, Baseball
 Richard Stultz - Instructor
 Carl Wirthwein - Instructor
 Herman Wirthwein - Instructor
 Charles Erdmann; Fred Schiff - Graduate Assistants
 Benjamin Carroll - Secretary

1938-1939

L. W. St. John, Chairman - Professor Administrative
 Frank Castleman - Professor, Director Track
 Delbert Oberteuffer - Professor
 Francis Schmidt - Professor, Football
 Willard Ashbrook - Associate Professor
 Walter Duffee - Associate Professor, Medical Examiner, Team
 Physician

1938-1939 (Contd.)

L. Gordon Staley - Associate Professor, Intra.
 Samuel Cobb - Assistant Professor
 Lawrence Snyder, Assistant Professor, Track
 Ernest Godfrey - Assistant Professor, Asst. Coach
 Harold Olsen - Assistant Professor, Basketball
 Bernard Mooney - Assistant Professor, Wrestling
 Glenn Howard - Assistant Professor
 Richard Larkins - Assistant Professor
 Michael Peppe - Assistant Professor, Swimming
 J. Edward Blichle - Instructor, Asst. Coach
 Sidney Gillman - Instructor, Asst. Coach
 Frederick Mackey - Instructor, Baseball
 Frank Riebel (Part-time) - Instructor, Fencing
 Richard Stultz - Instructor
 Carl Wirthwein - Instructor
 Herman Wirthwein - Instructor, Tennis
 Noel Petree; Olin Stark; N. Bauman Stults - Graduate Assistants
 Benjamin Carroll - Secretary

1939-1940

L.W. St. John, Chairman - Professor Administrative
 Frank Castleman - Professor, Director of Track
 Delbert Oberteuffer - Professor
 Francis Schmidt - Professor, Director Football
 Harold Olsen - Professor, Director Basketball
 Lawrence Snyder - Professor, Track
 Willard Ashbrook - Associate Professor
 Walter Duffee - Associate Professor, Medical Examiner, Team Physicial
 L. Gordon Staley - Associate Professor, Director Intra.
 Ernest Godfrey - Associate Professor, Asst. Coach
 Samuel Cobb - Assistant Professor
 Bernard Mooney - Wrestling, Assistant Professor
 Glenn Howard - Assistant Professor
 Richard Larkins - Assistant Professor
 Michael Peppe - Assistant Professor, Swimming
 Frederick Mackey - Assistant Professor, Baseball
 J. Edward Blichle - Instructor, Asst. Coach
 Sidney Gillman - Instructor, Asst. Coach
 Robert Kepler - Instructor - Golf
 Frank Riebel (Part-time) - Instructor Fencing
 Richard Stultz - Instructor
 Carl Wirthwein - Instructor
 Herman Wirthwein - Instructor, Tennis
 Olden Gillum; Charles Hackensmith - Graduate Assistants
 Benjamin Carroll - Secretary

L. W. St. John, Chairman - Professor, Director Athletics
 Frank R. Castleman - Professor, Director of Track
 Delbert Oberteuffer - Professor
 Francis Schmidt - Professor, Director of Football
 Harold Olsen - Director of Basketball - Professor
 Lawrence Snyder - Professor, Track
 Willard P. Ashbrook - Associate Professor
 Walter Duffee, Medical Examiner - Associate Professor,
 Team Physicial
 L. Gordon Staley - Associate Professor, Director Intr.
 Ernest Godfrey, Associate Professor, Asst. Coach
 Samuel Cobb - Associate Professor
 Bernard Mooney - Assistant Professor, Wrestling
 Glenn Howard - Assistant Professor
 Richard Larkins - Assistant Professor
 Michael Peppe - Assistant Professor, Swimming
 Frederick Mackey - Assistant Professor, Baseball
 J. Edward Blickle - Instructor, Asst. Coach
 Sidney Gillman - Instructor, Asst. Coach
 Robert Kepler - Instructor, Golf
 Frank Riebel (Part-time) Instructor, Fencing
 Richard Stultz - Instructor
 Carl Wirthwein - Instructor
 Herman Wirthwein - Instructor, Tennis
 John Higgins - Assistant
 Franz Hoskins; Robert Kretchmar; Christopher Traicoff, Grad-
 uate Assistants
 Benjamin Carroll - Secretary

1941-1942

L. W. St. John, Chairman - Professor, Director of Athletics
 Frank R. Castleman - Professor, Director of Track
 Delbert Oberteuffer - Professor
 Harold Olsen - Professor, Director of Basketball
 Lawrence Snyder - Professor, Track Coach
 Paul Brown - Professor, Director of Football
 Willard P. Ashbrook - Associate Professor
 Walter Duffee - Associate Professor, Medical Examiner, Team
 Physician
 L. Gordon Staley - Associate Professor, Director of Intra.
 Ernest Godfrey - Associate Professor
 Samuel Cobb - Assistant Professor
 Bernard Mooney - Assistant Professor, Wrestling
 Glenn Howard - Assistant Professor
 Richard Larkins - Assistant Professor
 Michael Peppe - Assistant Professor, Swimming
 Frederick Mackey - Assistant Professor, Baseball and Asst.
 Football
 Paul Bixler - Instructor - Asst. Coach
 J. Edward Blickle - Instructor - Assist. Coach
 Fred Heisler - Instructor, Asst. Coach
 Robert Kepler - Instructor, Golf
 Hugh McGranahan - Instructor, Asst. Coach
 Trevor Rees - Instructor, Asst. Coach
 Frank Riebel (Part-time) - Instructor, Fencing

1941-1942 (Contd.)

Richard Stultz - Instructor
 Carroll Widdoes - Instructor, Asst. Coach
 Carl Wirthwein - Instructor
 Herman Wirthwein - Instructor, Tennis
 Francis Baujan; Benjamin Carroll; Joseph Novak; Wm. Taylor
 Graduate Assistants
 E. Bynum Trotter, Secretary

1942-1943

L. W. St. John, Chairman - Professor, Director of Athletics
 Frank Castleman - Professor, Director Track
 Delbert Oberteuffer - Professor
 Harold Olsen - Professor, Director of Basketball
 Lawrence Snyder - Professor, Military
 Paul Brown - Professor, Director of Football
 Willard Ashbrook - Associate Professor
 Walter Duffee - Associate Professor, Medical Examiner, Team
 Physician
 L. Gordon Staley - Associate Professor, Director Intr.
 Ernest Godfrey - Associate Professor, Frosh. Football
 Samuel Cobb - Associate Professor
 Glenn Howard - Associate Professor
 Richard Larkins - Associate Professor
 Ernest Biggs - Assistant Professor
 Bernard Mooney - Assistant Professor, Military
 Michael Peppe - Assistant Professor, Swimming
 Frederick Mackey - Assistant Professor, Asst. Football and
 Baseball
 Eugene Beck - Instructor
 Paul Bixler - Instructor, Asst. Coach
 J. Edward Blickle, Died 1942
 Fred Heisler, Military
 Robert Kepler, Golf and Manager Club House
 Hugh McGranahan, Asst. Coach
 Anthony Montonaro, Wrestling
 Trevor Rees, Military
 Frank Riebel, Fencing
 Richard Stultz, Military
 Carroll Widdoes, Assistant Coach
 Carl Wirthwein
 Herman Wirthwein, Tennis
 E. Bynum Trotter, Secretary

1943-1944

L. W. St. John, Chairman - Professor, Director of Athletics
 Frank Castleman - Professor, Director of Track
 Delbert Oberteuffer
 Harold Olsen - Professor, Director Basketball
 Laurence Snyder - Professor, Military
 Paul Brown - Professor, Director of Football

1943-1944 (Contd.)

Willard Ashbrook - Professor
 Walter Duffee, Medical Examiner - Associate Professor, Team Physician
 L. Gordon Staley - Associate Professor, Director Intra.
 Ernest Godfrey, Associate Professor, Asst. Football
 Samuel Cobb - Associate Professor
 Glenn Howard - Associate Professor
 Richard Larkins - Associate Professor, Military
 Ernest Biggs - Assistant Professor, Trainer
 Bernard Mooney - Assistant Professor, Military
 Michael Peppe - Assistant Professor, Swimming
 Frederick Mackey - Assistant Professor, Asst. Football and Baseball
 Carl Wirthwein - Assistant Professor
 Edward Alexinas - Instructor
 Paul Bixler - Instructor, Asst. Football
 Herbert Coon - Instructor
 Dan Dillon - Instructor
 Homer Edington - Instructor
 Jack Graf - Part-time, Instructor
 Fred Heisler - Instructor, Military
 Chalmers Hixson - Instructor
 Robert Kepler, Instructor, Golf and Manager Club House
 Hugh M. Granahan - Instructor, Asst. Football
 Trevor Rees, Instructor, Military
 Frank Riebel, Instructor
 Richard Stultz - Instructor, Military
 Carroll Widdoes - Instructor, Asst. Football
 Herman Wirthwein - Instructor, Tennis
 Lester Bailey; Campbell Graf; John Sthomas; Lowell Wrigley
 Part-time Assistants
 Wm. Eick; Robert McCormick; Thomas Meyer - Part-time St. Assistants
 E. Bynum Trotter - Secretary

1944-1945

L. W. St. John, Chairman - Professor, Director of Athletics
 Frank Castleman - Professor, Director of Track
 Delbert Oberteuffer - Professor
 Harold Olsen - Professor, Director of Basketball
 Lawrence Snyder - Professor, Military
 Paul Brown - Professor, Military
 Willard Ashbrook - Professor, Military
 Walter Duffee - Associate Professor, Team Physician
 L. Gordon Staley - Associate Professor, Director Intra.
 Ernest Godfrey - Associate Professor, Asst. Football
 Samuel Cobb - Associate Professor, Military
 Glenn Howard - Associate Professor
 Richard Larkins - Associate Professor
 Michael Peppe - Associate Professor, Swimming

1944-1945 (Contd.)

Ernest Biggs - Assistant Professor, Trainer
 Bernard Mooney - Assistant Professor, Military
 Carl Wirthwein - Assistant Professor
 Herman Wirthwein - Assistant Professor, Tennis
 Homer Edington - Assistant Professor, Asst. Football
 Paul Bixler - Instructor, Asst. Football
 Dan Dillon - Instructor, Assist. Football
 William Eick - Instructor
 Harold Eisenhart - Instructor
 George Haney - Instructor, Asst. Track
 Fred Heisler - Instructor, Military
 Chalmers Hixson - Instructor, Military
 Robert Kepter, Instructor, Golf and Manager of Club House
 Trevor Rees, Instructor, Military
 Frank Riebel - Instructor, On.
 Richard Stultz - Instructor, Military Lv.
 Bernard Warner - Instructor
 Carroll Widdoes - Instructor, Acting Head Football
 Lester Brailey; Keo Nakama - Part-time Assistant
 E. Bynum Trotter - Secretary

1945-1946

L. W. St. John, Chairman - Professor, Director of Athletics
 Frank Castleman - Professor, Director Track
 Delbert Oberteuffer - Professor
 Harold Olsen - Professor, Director Basketball
 Laurence Snyder - Professor, Military Lv.
 Willard Ashbrook - Professor, Military Lv.
 Carroll Widdoes - Professor, Head Football
 Walter Duffee - Associate Professor, Medical Examiner, Team Physician
 L. Gordon Staley - Associate Professor, Director Intra.
 Ernest Godfrey - Associate Professor, Asst. Football
 Samuel Cobb, Associate Professor, Military Lv.
 Richard Larkins - Associate Professor
 Michael Peppe - Associate Professor, Swimming
 Arthur Daniels - Associate Professor
 Ernest Biggs - Assistant Professor, Military Lv.
 Bernard Mooney - Assistant Professor, Wrestling
 Carl Wirthwein - Assistant Professor
 Herman Wirthwein - Assistant Professor, Tennis
 Homer Edington - Assistant Professor, Asst. Football
 Paul Bixler - Assistant Professor, Asst. Football
 Dan Dillon - Instructor, Assistant Football
 William Eick - Instructor
 George Haney - Instructor, Asst. Track
 Chalmers Hixson - Instructor, Military Lv.
 Robert Kepler - Instructor, Golf and Manager
 Trevor Rees - Instructor, Military Lv.
 Frank Riebel - Instructor, On Lv.
 Richard Stultz - Instructor, Military Lv.

1945-1946 (Contd.)

Morris Appell; Roland Eckard; Charles Slagle - Assistants
 Rochelle, Adamsen and Donald Dean - St. Assistants
 E. Bynum Trotter - Secretary

1946-47

Professors

Lynn W. St. John, Chairman, Director of Athletics
 Delbert Oberteuffer; Laurence Snyder, Trach Coach;
 Willard Ashbrook; Carroll Widdoes, Asst. Football;
 Paul Bixler, Head Football; Ernest Godfrey, Asst. Football;
 Richard Larkins; Michael Peppe, Swimming; Walter Duffee,
 Medical Examiner, Team Physician

Associate Professors

L. Gordon Staley, Director Intra.; Samuel Cobb; Arthur
 Daniels; Bernard Mooney, Wrestling; Wesley Cushman

Assistant Professors

Ernest Biggs; Carl Wirthwein; Herman Wirthwein; Tennis;
 Chalmers Hixson; Lewis Hess; William Dye, Director Bas-
 ketball; Esco Sarkkinen, Asst. Football; Samuel Selby,
 Asst. Football

Instructors

George Haney; Robert Kepler, Golf and Club House
 Manager; Albert Katzenmeyer; Charles Kovacic; Herbert
 Kroeten; George Lynn; Anthony Montonaro; Charles Slagel;
 Christopher Traicoff

Assistant Instructors

William Demora and Donald Henry

Graduate Assistants

Julius Fisher; Donald Gatchell; Walter Gregg; Harold
 Kinzig; James Mason; Raymond Nason; Matthew Resick

Student Assistants

Rochelle Darone; Walter Garey; John Williams

E. G. Trotter - Secretary

1947-48

Professors

Richard Larkins, Head of Department, Director Athletics
 Delbert Oberteuffer, Chairman; Lawrence Snyder, Track;
 Willard Ashbrook; Carrol Widdoes, Asst. Football;
 Wesley Fesler, Head Football; Ernest Godfrey, Asst. Foot-
 ball; Michael Peppe, Swimming; Walter Duffee, Medical
 Examiner, Team Physicians; Lynn W. St. John (Emeritus)

1947-1948 (Contd.)

Associate Professors

L. Gordon Staley, Director Intra.; Samuel Cobb; Arthur Daniels; Bernard Mooney, Wrestling; Wesley Cushman; Floyd Stahl, Baseball; Ernest Biggs, Trainer

Assistant Professors

Carl Wirthwein; Herman Wirthwein, Tennis; Chalmers Hixson; Lewis Hess; William Dye, Director Basketball; Esco Sarkkinen, Asst. Football; Samuel Selby, Asst. Football; Robert Kretchmar; Richard Stultz; Lyal Clark, Asst. Football; Charles Kovacic

Instructors

George Haney, Asst. Track; Robert Kepler, Golf and Manager Club House; Herbert Kroeten; Anthony Montonaro; Andre Deladrier, Fencing; C. L. Fredericks, Asst. Wrestling; Joseph Hewlett, Gym Coach; Richard Fisher, Asst. Football

Assistant Instructors

Richard Mackey; N. B. Stults

Graduate Assistants

Robert McCormick; Matthew Resick; Albert Wise, Jr.

Student Assistants

Walter Garey; Alice Walsh

E. B. Trotter, Secretary

1948-1949

Professors

Richard Larkins, Director of Athletics
Delbert Oberteuffer, Chairman; Laurence Snyder, Track;
Willard Ashbrook; Carroll Widdoes, Asst. Football;
Wesley Fesler, Head Football; Ernest Godfrey, Asst. Football; Michael Peppe, Swimming; Walter Duffee, Medical Examiner, Team Physician; Arthur Daniels; Lynn St. John (Emeritus)

Associate Professors

L. Gordon Staley, Director of Intra; Samuel Cobb; Bernard Mooney, Wrestling; Wesley Cushman; Floyd Stahl, Baseball; Lewis Hess

Assistant Professors

Bruce Bennett; Ernest Biggs, Head Trainer; Carl Wirthwein; Herman Wirthwein, Tennis; Chalmers Hixson; William Dye, Director of Basketball; Samuel Selby, Asst. Football; Robert Kretchmar; Lyal Clark, Asst. Football; Charles Kovacic.

1948-1949 (Contd.)

Instructors

George Haney, Asst. Track; Robert Kepler, Golf and Club House Manager; Anthony Montonaro; C. L. Fredericks, Asst. Wrestling; Joseph Hewlett, Gym Coach; Richard Fisher, Asst. Football; Esco Sarkkinen, Asst. Football; Charles Beetham, Asst. Track Coach; Robert Kaplan, Fencing; William Taylor

Graduate Assistants

William Craig; Lee Hulett; Mark Matovina; Robert Ragsdale

Student Assistants

Walter Garey and Ray Shinner

E. B. Trotter - Secretary

1949-1950

Professors

Richard Larkins, Director of Athletics
Delbert Oberteuffer, Chairman; Laurence Snyder, Track;
Willard Ashbrook; Wesley Fesler, Head Football; Ernest
Godfrey, Asst. Football; Michael Peppe, Swimming; Walter
Duffee, Medical Examiner, Team Physician; Arthur Daniels;
Lynn W. St. John (Emeritus)

Associate Professors

L. Gordon Staley, Director Intra.; Samuel Cobb; Bernard
Mooney; Wesley Cushman; Floyd Stahl, Baseball; Lewis
Hess; Carl Wirthwein

Assistant Professors

Bruce Bennett; Ernest Biggs, Head Trainer; Herman Wirth-
wein, Tennis; Chalmer Hixson; William Dye, Director of
Basketball; Robert Kretchmar; Lyal Clark, Asst. Football;
Charles Kovacic

Instructors

Robert Kepler, Golf and Club House; Anthony Montonaro;
C. L. Fredericks, Wrestling Coach; Joseph Hewlett, Gym
Coach; Richard Fisher, Asst. Football; Esco Sarkkinen,
Asst. Football; Charles Beetham, Asst. Track; Robert
Kaplan, Fencing; William Taylor

Graduate Assistants

Robert Cobb; Robert Duncan; Joseph Garcia; Donald Hamil-
ton; Mark Matovina; Edwin Richardson

E. B. Trotter - Secretary

1950-1951

Professors

Richard Larkins, Director of Athletics
 Delbert Oberteuffer, Chairman; Lawrence Snyder, Track;
 Willard Ashbrook; Wesley Fesler, Football Coach; Ernest
 Godfrey, Asst. Football; Michael Peppe, Swimming; Walter
 Duffee, Medical Examiner, Team Physician; L. Gordon
 Staley, Director Intra.; Arthur Daniels

Associate Professor

Samuel Cobb; Bernard Mooney; Wesley Cushman; Floyd Stahl,
 Basketball Coach; Lewis Hess; Carl Wirthwein; Robert
 Kepler, Golf and Manager Club House; Martin Karow, Base-
 ball

Assistant Professor

Bruce Bennett; Ernest Biggs, Head Trainer; Herman Wirth-
 wein, Tennis; Chalmer Hixson (on leave); Robert
 Kretchmer; Lyal Clark, Asst. Football; Charles Kovacic;
 George Staten, Freshman Baseball; Anthony Montonaro

Instructors

C. L. Fredericks, Wrestling Coach; Joseph Hewlett, Gym
 Coach; Richard Fisher, Asst. Football; Esco Sarkkinen,
 Asst. Football; Charles Beetham, Asst. Track; Robert
 Kaplan, Fencing; William Taylor

Graduate Assistants

Robert Cobb; John Leon Staley; Brinton Piez; James Horner;
 Howard Curtis

E. B. Trotter- Secretary

1951-1952

Professors

Richard Larkins - Director of Athletics
 Delbert Oberteuffer, Chairman, Laurence Snyder, Track;
 Willard Ashbrook; Wayne W. Hayes, Football; Ernest Godfrey,
 Asst. Ad., and Asst. Football; Michael Peppe, Swimming;
 Walter Duffee, Medical Examiner, Team Physician; L.
 Gordon Staley, Director Intra. Arthur Daniels

Associate Professors

Samuel Cobb; Bernard Mooney; Wesley Cushman; Floy Stahl,
 Asst. Ad., and Basketball Coach; Lewis Hess; Carl Wirth-
 wein; Robert Kepler, Golf and Club House; Martin Karow,
 Baseball

1951-1952 (Contd.)

Assistant Professors

Bruce Bennett; Ernest Biggs, Trainer; Herman Wirthwein, Tennis; Chalmer Hixson (on leave) Robert Kretchmer; Doyt Perry, Asst. Football; Charles Kovacic; George Staten, Freshman Baseball & Basketball; Anthony Montonaro

Instructors

C. L. Fredericks, Wrestling; Joseph Hewlett, Gym Coach; William Hess, Asst. Football; William Arnsparger, Jr., Asst. Football, Esco Sarkkinen, Asst. Football; Charles Beetham, Asst. Track; Robert Kaplan, Fencing, William Taylor

Assistant Graduates

Robert Bartels; Bernard Johnson; Charles L. Mand

E. B. Trotter - Secretary

1952-1953

Professors

Richard Larkins - Director of Athletics
Delbert Oberteuffer, Chairman; Laurence Snyder, Track; Willard Ashbrook; Wayne W. Hayes, Football; Ernest Godfrey, Asst. Ad. & Asst. Football; Michael Peppe, Swimming; Walter Duffee, Medical Examiner, Team Physician; L. Gordon Staley, Director Intra. Arthur Daniels

Association Professors

Samuel Cobb, Retired; Bernard Mooney; Wesley Cushman; Floyd Stahl, Asst. Ad. & Basketball; Lewis Hess; Carl Wirthwein; Robert Kepler, Golf and Club House; Marty Karow, Baseball;

Assistant Professors

Bruce Bennett; Ernest Biggs, Trainer; Herman Wirthwein, Tennis; Chalmer Hixson; Doyt Perry, Asst. Football; Charles Kovacic; George Staten, Freshman Baseball and Basketball; Anthony Montonaro; Robert Kaplan, Fencing; Casey Fredericks, Wrestling; Joseph Hewlett, Gym

Instructors

Frederic Beekman; Eugene Fekete, Asst. Football; William Hess, Asst. Football; William Arnsparger, Jr., Asst. Football; Esco Sarkkinen, Asst. Football; Charles Beetham, Asst. Track; Thomas Taylor; Charles L. Mand; Richard Mackey; Harry Strobel, Asst. Football

Graduate Assistants

William Gerhold; John Corkery; Richard Gordin; Robert Montebella

E. B. Trotter, Secretary

1953-1954

Professors

Richard Larkins - Director of Athletics
Delbert Oberteuffer, Chairman; Laurence Snyder, Track;
Willard Ashbrook; Wayne W. Hayes, Football; Ernest Godfrey
Asst. Ad. and Asst. Football; Michael Peppe, Swimming;
Walter Duffee, Medical Examiner, Team Physician; L. Gordon
Staley, Director Intra.; Arthur Daniels

Associate Professors

Samuel Cobb (Retired); Bernard Mooney; Wesley Cushman;
Floyd Stahl, Asst. Ad., and Baseball; Lewis Hess; Carl
Wirthwein; Robert Kepler, Golf and Club House; Marty
Karow; Baseball

Assistant Professors

Bruce Bennett; Ernest Biggs, Trainer; Herman Wirthwein,
Tennis; Chalmer Hixson; Doyt Perry, Asst. Football;
Charles Kovacic; George Staten, Director of Ticket Sales;
Anthony Montonaro; Robert Kaplan, Fencing; Casey Fredericks
Wrestling; Joseph Hewlett, Gym; Thomas Taylor

Instructors

Frederick Beekman; Eugene Fekete, Asst. Football; William
Hess, Asst. Football; William Arnsperger, Jr., Asst. Foot-
ball; Esco Sarkkinen, Asst. Football; Charles Beetham,
Asst. Track; Charles L. Mand; Harry Strobels, Asst. Foot-
ball; Fred Taylor, Freshman Baseball and Basketball

Graduate Assistants

William Gerhold; Warren Fraleigh; Edward Baker; Chester
McPhee

E. B. Trotter - Secretary

1954-1955

Professors

Richard Larkins - Director of Athletics
Delbert Oberteuffer, Chairman; Laurence Snyder, Track;
Willard Ashbrook; Wayne W. Hayes, Football; Ernest Godfrey
Asst. Ad., Asst. Football; Michael Peppe, Swimming;
Walter Duffee, Medical Examiner, Team Physician; Wesley
Cushman; L. Gordon Staley, Director Intra. Arthur Daniels;
Lewis Hess

Associate Professors

Samuel Cobb (Retired); Bernard Mooney; Carl Wirthwein;
Robert Kepler, Golf and Club House; Marty Karow, Baseball;
Chalmer Hixson; Floyd Stahl, Asst. Ad., and Basketball

1954-1955 (Contd.)

Assistant Professors

Bruce Bennett; Ernest Biggs, Trainer; Herman Wirthwein, Tennis; Doyt Perry, Asst. Football; Charles Kovacic; George Staten, Director of Ticket Sales; Anthony Montonaro, Robert Kaplan, Fencing; Casey Fredericks, Wrestling; Joseph Hewlett, Gym; Thomas Taylor; Lyal Clark, Asst. Football

Instructors

Frederick Beekman, Asst. Director of Intra.; Eugene Fekete, Asst. Football; William Hess, Asst. Football; Esco Sarkkinen, Asst. Football; Charles Beetham, Asst. Track; Charles L. Mand; Harry Strobel, Asst. Football; Fred Taylor, Freshman Basketball and Baseball; Howard Knuttgen, Jr., Soccer and Lacrosse

Graduate Assistants

Roy Davis; Walter Erwing; Jerome Hemendinger; Frank Maurer; Warren Fraleigh

E. B. Trotter, Secretary

1955-56

Professors

Richard Larkins - Director of Athletics
Delbert Oberteuffer - Chairman; Laurence Snyder, Track; Willard Ashbrook; Wayne W. Hayes, Football; Ernest Godfrey, Asst. Ad., Asst. Football; Michael Peppe, Swimming; Walter Duffee, Medical Examiner, Team Physician; Wesley Cushman; L. Gordon Staley, Director Intra.; Arthur Daniels; Lewis Hess; Bernard Mooney

Associate Professors

Samuel Cobb (Retired); Carl Wirthwein; Robert Kepler, Golf and Club House; Marty Karow, Baseball; Chalmer Hixson; Floyd Stahl, Asst. Ad., and Basketball

Assistant Professors

Bruce Bennett; Ernest Biggs, Trainer; Herman Wirthwein, Tennis, Charles Kovacic; George Staten, Director of Ticket Sales; Anthony Montonaro; Robert Kaplan, Fencing; Casey Fredericks; Wrestling; Joseph Hewlett, Gym; Thomas Taylor, Lyal Clark, Asst. Football; Charles L. Mand

Instructors

Frederic Beekman, Asst. Director Intra.; Eugene Fekete, Asst. Football; William Hess, Asst. Football; Esco Sarkkinen, Asst. Football; Charles Beetham, Asst. track; Harry Strobel, Asst. Football; Fred Taylor, Freshman Baseball and Basketball; Howard Knuttgen, Jr., Soccer and Lacrosse, Clive Rush, Asst. Football

1955-1956 (Contd.)

Graduate Assistants

William Anderson; Andrew Breiner; Walter Ersing; Philip Green; Robert Laughter

E. B. Trotter, Secretary

1956-1957

Professors

Richard Larkins - Director of Athletics
Delbert Oberteuffer - Chairman; Laurence Snyder, Track;
Willard Ashbrook; Wayne W. Hayes, Football; Ernest Godfrey,
Asst. Ad., Asst. Football; Michael Peppe, Swimming; Walter
Duffee, Medical Examiner, Team Physician, Wesley Cushman;
L. Gordon Staley, Director, Intra.; Arthur Daniels; Lewis
Hess; Bernard Mooney

Associate Professors

Samuel Cobb (Retired); Carl Wirthwein; Robert Kepler, Golf
and Club House; Marty Karow, Baseball; Chalmer Hixson;
Floyd Stahl, Asst. Ad., and Basketball; Charles Kovacic

Assistant Professors

Bruce Bennett; Ernest Biggs, Trainer; Herman Wirthwein,
Tennis, Charles Kovacic; George Staten, Director of Ticket
Sales; Anthony Montonaro; Robert Kaplan, Fencing; Casey
Fredericks, Wrestling; Joseph Hewlett, Gym; Thomas Taylor,
Lyal Clark, Asst. Football; Charles L. Mand

Instructors

Frederic Beekman, Asst. Director Intr.; Eugene Fekete,
Asst. Football; William Hess, Asst. Football; Esco
Sarkkinen, Asst. Football; Charles Beetham, Asst. Track;
Harry Strobel, Asst. Football; Fred Taylor, Freshman Base-
ball and Basketball; Howard Knuttgen, Jr., Soccer and
Lacrosse, Clive Rush, Asst. Football; Walter Ersing

Graduate Assistants

William Anderson; Byron Bozarth; Avery Harvill; Seymour
Kleinman; Robert Laughter; Jerry Noss; Thomas Sheehan;
Thomas Stubbs

E. B. Trotter, Secretary

1957-1958

Professors

Richard Larkins - Director of Athletics
Delbert Oberteuffer - Chairman; Laurence Snyder, Track;
Willard Ashbrook; Wayne W. Hayes, Football; Ernest Godfrey,
Asst. Ad., Asst. Football; Michael Peppe, Swimming; Walter
Duffee, Medical Examiner, Team Physician; Wesley Cushman;
L. Gordon Staley, Director Intra.; Arthur Daniels; Lewis
Hess; Bernard Mooney

1957-1958 (Contd.)

Associate Professors

Samuel Cobb (Retired); Carl Wirthwein; Robert Kepler, Golf and Club House; Marty Karow, Baseball; Chalmer Hixson; Floyd Stahl, Asst. Ad., and Basketball; Bruce Bennett; Anthony Montonaro

Assistant Professors

Ernest Biggs, Trainer; Herman Wirthwein; George Staten, Director of Ticket Sales; John Hendrix; Tennis; Robert Kaplan; Fencing; Casey Fredericks, Wrestling; Joseph Hewlett, Gym; Thomas Taylor; Lyal Clark, Asst. Football; Chalres L. Mand

Instructors

Frederic Beekman, Asst. Director Intra. Eugene Fekete, Asst. Football; William Hess, Asst. Football; Esco Sarkkinen, Asst. Football; Charles Beetham, Asst. Track; Harry Strobel, Asst. Football; Fred Taylor, Freshman Baseball and Basketball; Howard Knuttgen, Soccer and Lacrosse, Clive Rush, Asst. Football; Walter Ersing; Seymore Kleinman; Jerry Noss; Thomas Sheehan

Assistant Instructor--Avery HarvillGraduate Assistants

Paul Hartman; John DeWar; Harold Ray

E. B. Trotter, Secretary

1958-1959

Professors

Richard Larkins - Director of Athletics
Delbert Oberteuffer; Laurence Snyder, Track; Willard Ashbrook; Wayne W. Hayes, Football; Ernest Godfrey, Asst. Ad., Asst. Football; Michael Peppe, Swimming; Walter Duffee, Medical Examiner, Team Physician; Wesley Cushman; L. Gordon Staley, Director, Intra.; Arthur Daniels; Lewis Hess, Chairman; Bernard Mooney

Associate Professors

Samuel Cobb (Retired); Carl Wirthwein; Robert Kepler, Golf and Club House; Marty Karow, Baseball; Chalmer Hixson; Floyd Stahl, Asst. Ad.; Bruce Bennett; Anthony Montonaro; Donald Mathews

Assistant Professors

Ernest Biggs, Trainer; Herman Wirthwein, George Staten, Director of Ticket Sales; John Hendrix, Tennis; Robert Kaplan, Fencing; Casey Fredericks, Wrestling; Joseph Hewlett, Gym; Lyal Clark, Asst. Football, Charles Mand

1959-1959 (Contd.)

Instructors

Frederic Beekman, Asst. Director Intra.; Eugene Fekete, Asst. Football; Esco Sarkkinen, Asst- Football; Glenn Schembechler, Jr., Asst. Football; Frank Truitt, Jr., Freshman Basketball; Charles Beetham, Asst. Track; Harry Strobel, Asst. Football; Fred Taylor, Basketball; Howard Knuttgen, Lacrosse; Frank Ellwood, Asst. Football; Walter Ersing, Soccer; Seymour Kleinman; Thomas Sheehan

Graduate Assistants

John Browder, Harold Ray

E. B. Trotter, Secretary.

1959-1960

Professors

Richard Larkins - Director of Athletics
 Delbert Oberteuffer; Laurence Snyder, Track; Willard Ashbrook; Wayne W. Hayes, Football; Ernest Godfrey, Asst. Ad., Asst. Football; Michael Peppe, Swimming; Walter Duffee, Medical Examiner, Team Physician;; Wesley Cushman; L. Gordon Staley, Director, Intra.; Lewis Hess, Chairman; Bernard Mooney

Associate Professors

Samuel Cobb (Retired); Carl Wirthwein; Robert Kepler, Golf and Club House; Marty Karow, Baseball; Chalmer Hixson; Floyd Stahl, Asst. Ad.; Bruce Bennett; Anthony Montonaro; Donald Mathews

Assistant Professors

Ernest Biggs, Trainer; Herman Wirthwein, George Staten, Director of Ticket Sales; John Hendrix, Tennis; Robert Kaplan, Fencing; Casey Fredericks, Wrestling; Joseph Hewlett, Gym; Lyal Clark, Asst. Football, Charles Mayd

Instructors

Frederic Beekman, Asst. Director Intra.; Esco Sarkkinen, Asst. Football; Glenn Schembechler, Jr., Asst. Football; Frank Truitt, Jr., Freshman Basketball; Charles Beetham, Asst. Track; Harry Strobel, Asst. Football; Fred Taylor, Basketball; Howard Knuttgen (on leave) , Lacross; Frank Ellwood, Asst. Football; Walter Ersing, Soccer, Seymour Kleinman, Thomas Sheehan; Robert Bartels; Donald Harper; Paul Hartman

Graduate Assistants

Dale Conly, Robert Gair; Robert Kime; Howard Sludher; Michael Willson; Robert Griffith; Walter Jewsbury

E. G. Trotter, Secretary

1960-1961

Professors

Richard Larkins - Director of Athletics; Delbert Oberteuffer; Laurence Snyder, Track; Willard Ashbrook; Wayne W. Hayes, Football; Ernest Godfrey, Asst. Ad., Asst. Football; Michael Peppe, Swimming; Walter Duffee, Medical Examiner, Team Physician; Wesley Cushman; L. Gordon Staley, Director, Intra.; Lewis Hessel, Chairman; Bernard Mooney; Chalmer Hixson

Associate Professors

Carl Wirthwein; Robert Kepler, Golf and Club House Manager; Marty Karow, Baseball; Floyd Stahl; Bruce Bennett; Anthony Montonaro; Donald Mathews

Assistant Professors

Ernest Biggs, Trainer; Herman Wirthwein, George Staten, Director of Ticket Sales; John Hendrix, Tennis; Robert Kaplan, Fencing Casey Fredericks, Wrestling; Joseph Hewlett, Gym; Lyal Clark, Asst. Football, Charles Mayd

Instructors

Frederic Beekman, Asst. Director Intra.; Esco Sarkkinen, Asst. Football; Glenn Schembechler, Jr., Asst. Football; Frank Truit, Jr., Freshman Basketball; Charles Beetham, Asst. Track; Harry Strobel, Asst. Football; Fred Taylor Basketball; Walter Ersing, Soccer; Robert Bartels; Donald Harper, Paul Hartman, Lacrosse; James Sweeney; Gordon Larson; Asst. Football; Gene Slaughter; Asst. Football

Graduate Assistant: David Camaione

E. B. Trotter, Secretary

1961-1962

Professors

Richard Larkins - Director of Athletics; Lewis Hess, Chairman; Willard Ashbrook; Wesley Cushman; Ernest Godfrey, Asst. Ad., Asst. Football; Wayne W. Hayes, Football; Chalmer Hixson; Bernard Mooney; Delbert Oberteuffer; Michael Peppe, Swimming; Laurence Snyder, Track; L. Gordon Staley, Director Intra.

Associate Professors

Ernest Biggs, Trainer; Bruce Bennett; John Hendrix, Tennis; Marty Karow, Baseball; Robert Kepler, Golf and General Manager Golf Course; Charles Mayd; Donald Mathews; Anthony Montonaro; Floyd Stahl, Asst. Ad.; Carl Wirthwein

Assistant Professors

Lyal Clark, Asst. Football; Casey Fredericks; Wrestling; Joseph Hewlett, Gym; Robert Kaplan; Fencing; George Staten, Director Ticket Sales; Seymour Kleinman

1961-1962 (Contd.)

Instructors

Robert Bartels; Frederic Beekman, Asst. Director Intra.; Charles Beetham, Asst. Track; Thomas Bedeck; Walter Ersing, Soccer; Donald Harper; Paul Hartman, Lacrosse; William Gunlock, Asst. Football, Esco Sarkkinen, Asst. Football; Glenn Schembechler, Asst. Football; Harry Strobel, Asst. Football; James Sweeney; Fred Taylor, Basketball; Frank Truit, Freshman Football

Graduate Assistants

Robert Gobin; Richard Bowers; James Ewers; Edward Fox; Richard Gordin; Prescott Johnson; Wayne Kauffman; Fred Hagerman; Dale Harback; Jan Merder; Darrell Simko; William Wilgus

E. B. Trotter, Secretary

1962-1963

Professors

Richard Larkins - Director of Athletics; Lewis Hess, Chairman; Willard Ashbrook; Bruce Bennett; Wesley Cushman; Ernest Godfrey, Emeritus; Wayne W. Hayes; Football; Chalmer Hixson; Bernard Mooney; Delbert Oberteuffer; Michael Peppe; Laurence Snyder, Track; L. Gordon Staley, Director Intra. Donald Mathews

Associate Professors

Ernest Biggs, Trainer; John Hendrix, Tennis; Marty Karow, Baseball; Robert Kepler, Golf and General Manager; Charles Maad, Anthony Montonaro; Floyd Stahl, Asst. Ad., Carl Wirthwein

Assistant Professors

Robert Bartels; Frederic Beekman, Asst. Director Intra.; Lyal Clark; Asst. Football; Casey Fredericks; Wrestling; Joseph Hewlett, Gym; Robert Kaplan, Fencing; Seymour Kleinman; George Staten, Director Ticket Sales

Instructors

Charles Beetham, Asst. Track; Thomas Bedeck; Frank Ellwood; Asst. Football; Walter Ersing, Soccer; Donald Harper; Paul Hartman, Lacrosse; William Genlock, Asst. Football; Esco Sarkkinen, Asst. Football; Glenn Schembechler, Asst. Football; Harry Strobel, Asst. Football; Fred Taylor, Basketball; Frank Truit, Freshman Basketball; Robert Gobin; James Ewers; Edward Olson; William Wilgus

Graduate Assistants

William Bock; Charles Carroll; J. Douglas Eaton; Ronald Gladman; Fred Hagerman; Bruce Hollering; Wayne Kauffman; Dwight Sams; Charles Saunders; John Scheppi; Robert Singer

E. B. Trotter, Secretary

1963-1964

Professors

Richard Larkins - Director of Athletics; Lewis Hess, Chairman; Willard Ashbrook; Bruce Bennett; Wesley Cushman; Ernest Godfrey, Emeritus; Wayne W. Hayes; Football; Chalmer Hixson; Bernard Mooney; Delbert Oberteuffer; Michael Peppe; Laurence Snyder, Track; L. Gordon Staley, Director Intra.; Donald Mathews

Associate Professors

Ernest Biggs, Trainer; John Hendrix, Tennis; Marty Karow, Baseball; Joseph Hewlett; Gym; Robert Kapler, Golf and General Manager; Charles Mayd; Anthony Montonaro; Floyd Stahl, Asst. Ad.; Carl Wirthwein

Assistant Professors

Robert Bartels, Swimming; Frederic Beekman, Asst. Director Intra.; Lyal Clark, Asst. Football; Casey Fredericks, Wrestling; Seymour Kleinman; George Staten, Director Ticket Sales

Instructors

Charles Beetham, Asst. Track; Thomas Bedeck, Ice Hockey; Charles Carroll; Frank Ellwood, Asst. Football; Walter Ersing, Soccer; Fred Hagerman; Donald Harper; Paul Hartman, Lacrosse; Esco Sarkkinen, Asst. Football; Robert Singer; Charles Simonian, Fencing; Harry Strobel, Asst. Football; Fred Taylor, Basketball; Frank Truitt, Freshman Basketball; Edward Olson; Edward Coates; David Costill; William Bock

Graduate Assistants

Karl Dunlap, S. O. Hall; Y. Luduc, M. Malmisur; M. Melnick; F. Middleton; Terry Parsons; James Samuels; M. Turvey

E. B. Trotter, Secretary

1964-1965

Professors

Richard Larkins, Director of Athletics, Lewis Hess, Chairman; Willard Ashbrook; Bruce Bennett; Wesley Cushman; Ernest Godfrey, Emeritus; Wayne W. Hayes, Football; Chalmer Hixson; Donald Mathews; Bernard Mooney, Delbert Oberteuffer; Michael Peppe, Emeritus; Laurence Snyder, Track; L. Gordon Staley, Emeritus

Associate Professors

Ernest Biggs, Trainer; John Hendrix, Tennis; Joseph Hewlett, Gym; Marty Karow, Baseball; Robert Kepler, Golf, General Manager House and Golf Course; Charles Mayd; Anthony Montonaro; Floyd Stahl, Asst. Ad.; Carl Wirthwein

1964-1965 (Contd.)

Assistant Professors

Robert Bartels, Swimming; Frederic Beekman, Director Intra. Lyal Clark, Asst. Football; Walter Ersing, Soccer; Casey Fredericks, Wrestling; Paul Hartman, Lacrosse; Seymour Kleinman; George Staten, Director Ticket Sales; Robert Singer; Fred Taylor, Basketball; Frank Truit, Freshman Basketball

Instructors

Thomas Bedeck, Ice Hockey; Charles Beetham, Asst. Track; Andrew Breiner; William Bock; Richard Bowers; Charles Carroll; Edward Coats; Sidney Hall; Donald Harper; Michael Malmisur; Merrill Melnick; Ronald O'Brien, Diving Coach; Edward Olson, Esco Sarkkinen, Charles Simonian, Fencing; Harry STrobel

Assistant Instructor: Karl Dunlap

Graduate Assistants

Robert Boyles; John Chapman; Darrell Crase; James Fine; John Machado; Richard Mostardi; Elliott Plese; Richard Swanson; Wyatt Webb; Reuben Stohs

E. B. Trotter, Administrative Assistant

1965-1966

Professors

Richard Larkins, Director of Athletics, Lewis Hess, Chairman; Willard Ashbrook; Bruce Bennett; Wesley Cushman; Ernest Godfrey, Emeritus; Wayne W. Hayes, Football; Chalmer Hixson; Donald Mathews; Bernard Mooney, Delbert Oberteuffer; Michael Peppe, Emeritus; Laurence Snyder, Track; L. Gordon Staley, Emeritus

Associate Professors

Ernest Biggs, Trainer; John Hendrix, Tennis; Joseph Hewlett, Gym; Marty Karow, Baseball; Robert Kepler, Golf, General Manager House and Golf Course; Charles Maud; Anthony Montonaro; Floyd Stahl, Asst. Ad.; Carl Wirthwein

Assistant Professors

Robert Bartels, Swimming; Frederic Beekman, Director Intra. Lyal Clark, Asst. Football; Walter Ersing, Soccer; Casey Fredericks, Wrestling; Paul Hartman, Lacrosse; Seymour Kleinman; Esco Sarkkinen, Asst. Football; George Staten, Director of Ticket Sales; Harry Strobel, Asst. Football, Fred Taylor, Basketball

Instructors

Charles Beetham; David Bohnke; Richard Bowers; Asst. Track; Andrew Breiner; Charles Carroll; Edward Coates; Darrell Crase; Karl Dunlap; Sidney Hall; Donald Harper; Ernie

Instructors (Contd.)

Maglischio; Michael Malmisur; Merrill Melnick; Ronald O'Brien, Diving; Edward Olson, Charles Simonian; Fencing; Glen Sonmor, Ice Hockey; Richard Swanson; Wyatt Webb

Graduate Assistants

James Agli; Robert Beran; Robert Block; Arthur Chapman; Rudolph Collins; Robert Gensemer; Richard Hohn; James Jones; Jerome Kalsmen; Robert Kurucy; Richard Mostardi; Frank Rosellione

E. B. Trotter, Administrative Assistant

1966-1967

Professors

Richard Larkins, Director of Athletics, Lewis Hess, Chairman; Willard Ashbrook; Bruce Bennett; Wesley Cushman; Ernest Godfrey, Emeritus; Wayne W. Hayes, Football; Chalmer Hixson; Donald Mathews; Bernard Mooney, Emeritus; Delbert Oberteuffer; Michael Peppe, Emeritus; Charles Mayd

Associate Professors

Ernest Biggs, Trainer, John Hendrix, Tennis; Joseph Hewlett; Marty Karow, Baseball; Robert Kaplan; Anthony Montonaro; Floyd Stahl, Asst. Ad.; Carl Wirthwein

Assistant Professors

Robert Bartels, Swimming; Frederic Beekman, Director of Intra.; Charles Carroll; Lyal Clark, Assistant Director Intra.; Edward Coates; Walter Ersing, Soccer, Casey Fredericks, Wrestling; Seymour Kleinman; Esco Sarkkinen, Asst. Football; George Staten, Director Ticket Sales; Harry Strobel, Asst. Football; James Sweeney; Gym; Fred Taylor, Basketball

Instructors

Charles Beetham; David Bohnke; Richard Bowers; Andrew Breiner; Karl Dunlap; Donald Harper; Roderick Myers, Golf; Harry Neale, Ice Hockey; Ronald O'Brien, Diving Coach; Edward Olson; Charles Simonian, Fencing; Conrad Steele, Lacrosse; Wyatt Webb

Teaching Associates

James Agli; Robert Block; Don Bethe; Robert Fensemer; James Jones; Robert Kurucz

Teaching Assistants

John Becker; Cecil Eaves; Jerry Kalamen; Harold Lerch; Jim Liese; G. McCaleys; John Piper, R. Price; Dennis Salder; F. Woods, David Tanzi

E. B. Trotter, Administrative Assistant

1967-1968

Professors

Richard Larkins, Director of Athletics, Lewis Hess, Chairman; Willard Ashbrook; Bruce Bennett; Wesley Cushman; Ernest Godfrey, Emeritus; Wayne W. Hayes, Football; Chalmer Hixson; Charles Maud; Donald Mathews; Bernard Mooney, Emeritus; Delbert Oberteuffer; Michael Peppe, Emeritus

Associate Professors

Ernest Biggs, Trainer; John Hendrix, Tennis; Joseph Hewlett; Robert Kaplan; Marty Karow, Baseball; Seymour Kleinman; Anthony Montonaro; Floyd Stahl, Assistant Director Athletics; Carl Wirthwein, Emeritus

Assistant Professors

Robert Bartels; Frederic Beekman, Director Intra.; Lyal Clark, Asst. Director Intra.; Edward Coates; Walter Ersing, Soccer; Casey Fredericks, Wrestling; Jerry Gotta; Esco Sarkkinen, Asst. Football; Charles Simonian, Fencing; George Staten, Director Ticket Sales; Harry Strobel, Asst. Football; James Sweeney, Gym; Fred Taylor, Basketball

Instructors

James Agli; Charles Beetham, Asst. Director Intra.; Don Bethe; David Bohnke; Richard Bowers; Andrew Breiner; John Bruce, Swimming; Karl Dunlap; Donald Harper, Roderick Myers, Golf; Harry Neale, Ice Hockey; Ronald O'Brien, Diving; Conrad Steele, Lacrosse; Joseph Willis

Teaching Associates

John Becher; Cecil Eaves; Jerry Kalamen; Harold Lerch; Dennis Solder; Francis Woods

Teaching Assistants

John Adolph; T. L. Chen; William Douglas; Frederick Holliday; Frank LaSeta; James Liese; Peter Lively; David Snyder; David Tanzi; Richard Wettan; Charles Witten

E. B. Trotter, Administrative Assistant

1968-1969

Professors

Lewis Hess, Chairman; Willard Ashbrook; Bruce Bennett; Wesley Cushman; Ernest Godfrey, Emeritus; Wayne W. Hayes, Football; Chalmer Hixson; Richard Larkins, Director of Athletics; Charles Maud; Donald Mathews; Bernard Mooney, Emeritus; Delbert Oberteuffer, Emeritus; Michael Peppe, Emeritus

Associate Professors

Robert Bartels; Ernest Biggs; John Hendrix, Tennis; Joseph Hewlett; Robert Kaplan; Marty Karow; Baseball; Seymour

1968-1969 (Contd.)

Associate Professors (Contd.)

Kleinman; Anthony Montonaro; Floyd Stahl, Assistant Director of Athletics; Carl Wirthwein, Emeritus

Assistant Professors

Frederic Beekman, Director Intra.; Edward Coates; Robert Epskamp, Track; Walter Ersing, Soccer; Casey Fredericks, Wrestling; Jerry Gotta; Donald Harper; Esco Sarkkin, Assistant Football; Charles Simonian, Fencing; George Staten, Director Ticket Sales, Harry Strobel, Assistant Director Intra.; James Sweeney, Gym; Fred Taylor, Basketball

Instructors

Richard Bowers; Andrew Breiner; John Bruce, Swimming; Grydon, Comstock; Arthur DeGenaro; William Douglas; Karl Dunlap, Volleyball; James Liese; Roderick Myers; Harry Neale, Ice Hockey; Ralph Sabock; Conrad Steele; Lacrosse; Charles Witten; Frank Zubovich, Assistant Track

Teaching Associates

Tom Adolph; John Becker; James Bell; Richard Wettan

Teaching Assistants

Robert Black; Gerald Braza; David Camaione; T. L. Chen; Bruce Hollering; William Hotchkiss; Lloyd Laubach; Gary Mason; Chester McPhee; John Nash; Darwin Semotiuk; Thomas Steele; Leonard Whitney

E. B. Trotter, Administrative Assistant

Women

1897-1898--Stella Elliot, Associate Director of Gymnastics
 1898-1899--Stella Elliot, Associate Director of Gymnastics
 1899-1900--Stella Elliot Canfield, Associate Director of Gymnastics
 1900-1901--Clara Maude Berryman, Associate Professor of Physical Education
 1901-1902--Clara Maude Berryman, Associate Professor of Physical Education
 1902-1903--Clara Maude Berryman, Associate Professor of Physical Education
 1903-1904--Maud Winifred Martin, Director of Physical Education for Women
 1904-1905--Maud Winifred Martin, Director of Physical Education for Women
 1905-1906--Maud Winifred Martin, Director of Physical Education for Women
 1906-1907--Bertha Hopkins, Director of Physical Education (Women)

- 1907-1908--Bertha Hopkins, Director of Physical Education for Women
- 1908-1909--Norma Searing, Director of Physical Education for Women; Kathryn Darnell, Student Assistant
- 1909-1910--Alice Littlejohn, Director of Physical Education for Women; Kathryn Darnell, Student Assistant
- 1910-1911--Alice Littlejohn, Director of Physical Education for Women; Kathryn Darnell, Student Assistant
- 1911-1912--Alice Littlejohn, Director of Physical Education for Women; Dora Sauer, Assistant
- 1912-1913--Alice Littlejohn, Director of Physical Education for Women; Dora Sauer, Assistant; Florence Marsh, Student Assistant
- 1913-1914--Alice Littlejohn Goetz, Director of Physical Education for Women; Dora Sauer, Assistant; Florence Marsh, Student Assistant
- 1914-1915--Dorothy Bocker, Director of Physical Education for Women; Marguerite Moore, Assistant; Dora Sauer, Assistant
- 1915-1916--Florence Meyer, Assistant Professor; Margaret Hammett, Assistant; Hannah Scofield, Student Assistant
- 1916-1917--Florence Meyer, Assistant Professor; Margaret Hammett, Instructor; Selma Mesloh, Assistant
- 1917-1918--Florence Meyer, Assistant Professor; Margaret Hammett, Instructor; Selma Mesloh, Assistant, On Leave first Semester
- 1918-1919--Florence Meyer, Assistant Professor, On Leave; Instructors--Margaret Hammett, Katherine Fisher; Selma Mesloh, Assistant
- 1919-1920--Florence Meyer, Assistant Professor; Instructors --Ethel Scofield, Clara Raynor Rank
- 1920-1921--Ethel Scofield, Assistant Professor; Instructors --Clark Raynor Rank, Dorothy Gibling
- 1921-1922--Ethel Scofield, Assistant Professor; Instructors --Clara Raynor Rank, Dorothy Gibling
- 1922-1923--Lydia Clark, Director, Professor; Ethel Scofield, Assistant Professor; Instructors--Clara Raynor Rank; Dorothy Sumption; Gladys Palmer
- 1923-1924--Lydia Clarke, Professor; Gladys Palmer, Assistant Professor; Gertrude Jones, Assistant Professor and Medical Adviser; Instructors--Katharine Hersey; Dorothy Sumption; Esther Gilman; Margaret Cheney
- 1924-1925--Lydia Clark, Professor; Assistant Professors--Gladys Palmer; Gertrude Jones. Instructors--Dorothy Sumption; Esther Gilman; Katharine Hersey; Margaret Cheney; Marian Johnson; Virginia Hill

1925-1926--Lydia Clark, Professor; Gerturde Jones, Professor and Medical Adviser. Assistant Professors--Gladys Palmer; Katharine Hersey; Instructors--Dorothy Sumption; Esther Gilman; Margaret Cheney; Marian Johnson; Ruth Weythman; Virginia Hill; Elizabeth Maris; Edith Bond. Student Assistants--Esther Rippa; Harriet Stephen; Margaret Laube; Louise Langbehn; Martha Griffith; Helen Saum; Marguerite Kellerman; Rae Tryon

1926-1927--Lydia Clark, Professor; Gertrude Jones, Professor, On Leave; Shirley Armstrong, Assistant Professor, Medical Director; Assistant Professors--Gladys Palmer; Katharine Hersey; Instructors--Dorothy Sumption; Esther Gilman; Margaret Cheney; Lenore Alway; Helen Schleman; Anna Hall; Edna Munro; Elinor Schroeder; Marian Johnson; Ruth Weythman. Student Assistants--Edith Traftzer; Harriet Stephen

1927-1928

Lydia Clark, Professor; Shirley Armstrong, Professor, Medical Examiner

Assistant Professors

Gladys Palmer, On Leave; Margaret Robertson; Katharine Hersey

Instructors

Dorothy Sumption; Esther Gilman; Lenore Alway; Helen Schleman; Ann Hall; Adele Kimm; Helen Saum; Elizabeth Setton; Margaret Meyer; Elizabeth Maris; Ida Merrill; Margaret Cheney; Dorothy Dillon; Norma Johannus; Nellie Eastburn

1928-1929

Lydia Clark Benedict, Professor, On Leave; Gladys Palmer, Assistant Professor, Acting Chairman; Shirley Armstrong, Professor, Medical Examiner; Margaret Robertson, Assistant Professor, Assistant Medical Examiner

Assistant Professors

Katharine Hersey; Dorothy Sumption; Esther Gilman

Instructors

Lenore Alway; Helen Schleman; Adele Kimm; Elizabeth Setton; Virginia Blunt; Margaret Lea; Helen Saum; Ann Hall

Student Assistants

Roberta Connelly; Virginia Bone; Wilma Snider

1929-1930

Lydia Clark Benedict, Professor; Shirley Armstrong, Professor, Medical Adviser

Assistant Professors

Gladys Palmer; Katharine Hersey; Dorothy Sumption; Esther Gilman; Margaret Robertson, Assistant Medical Adviser

Instructors

Lenore Alway; Virginia Blunt; Virginia Kling; Margaret Lea; Helen Schleman; Elizabeth Setton; Adele Kimm; Margaret Meyer; Jennette Stein.

Ruth Semans, Assistant; Wilma Snider, Student Assistant

1930-1931

Lydia Benedict, Professor; Shirley Armstrong, Audrey Bowers, Professors and Medical Advisers

Assistant Professors

Gladys Palmer; Esther Gilman; Katharine Hersey; Dorothy Sumption (On Leave)

Instructors

Lenore Alway; Virginia Blunt; Helen Schleman; Virginia Kling; Margaret Lea; Jennette Stein; Geneva Watson

Roberta Connolley, Assistant

1931-1932

Lydia Benedict, Professor; Shirley Armstrong, Professor and Medical Adviser

Assistant Professors

Charlotte Winnemore, Medical Adviser; Gladys Palmer; Esther Gilman; Katharine Hersey; Dorothy Sumption;

Instructors

Lenore Alway; Virginia Blunt; Helen Schleman; Jennette Stein; Geneva Watson

1932-1933

Professors

Lydia Benedict, Chairman; Shirley Armstrong, Medical Adviser

Assistant Professors

Gladys Palmer; Katharine Hersey; Dorothy Sumption; Esther Gilman; Charlotte Winnemore, Medical Examiner

Instructors

Hermine Sauthoff; Louise Schutz; Jennette Stein; Geneva Watson

1933-1934

Shirley Armstrong, Professor, Medical Adviser

Associate Professors

Gladys Palmer, Acting Chairman; Katharine Hersey

1933-1934 (Contd.)

Assistant Professors

Dorothy Sumption; Esther Gilman; Charlotte Winnemore
(Medical Adviser); Emma Waterman

Instructors

Louise Schutz; Jennette Stein; Geneva Watson

1934-1935

Shirley Armstrong, Professor, Medical Adviser

Associate Professors

Gladys Palmer, Acting Chairman; Katharine Hersey

Assistant Professors

Dorothy Sumption; Esther Gilman; Charlotte Winnemore,
Medical Adviser; Emma Waterman

Instructors

Hermine Sauthoff; Louise Schutz; Jennette Stein; Geneva
Watson

Assistants

Warrine Eastburn; Margaret Gettinger; Geneva Jacobs

1935-1936

Shirley Armstrong, Professor, Medical Adviser

Associate Professors

Gladys Palmer, Acting Chairman; Katharine Hersey Ober-
teuffer

Assistant Professors

Esther Gilman; Charlotte Winnemore, Medical Adviser

Instructors

Henrietta Cherrington; Lida Hays; Geneva Jacobs; Louise
Schutz; Jennette Stein; Geneva Watson

Assistants

Mary Dillon; Margaret Gettinger; Evelyn Rupert

1936-1937

Professors

Gladys Palmer, Chairman; Katharine Oberteuffer; Shirley
Armstrong, Medical Adviser

Dorothy Sumption, Associate Professor

Assistant Professors

Esther Gilman; Charlotte Winnemore, Medical Adviser;
Jennette Stein; Geneva Watson

Instructors

Henrietta Cherrington; Mary Dillon; Lida Hays; Geneva
Jacobs; Louise Schutz

Assistants

Margaret Gettinger; Ruth Hook

1937-1938

Professors

Gladys Palmer, Chairman; Katharine H. Oberteuffer; Shirley Armstrong, Medical Adviser

Dorothy Sumption, Associate Professor

Assistant Professors

Esther Gilman; Charlotte Winnemore, Medical Adviser;

Jennette Stein; Geneva Watson; Violet Boynton

Instructors

Henrietta Cherrington; Mary Dillon; Ruth Hook; Mary Yost

Assistant Professors: Margaret Gettinger; Ann Paterson

Graduate Assistants: Helen Alkire; Lucille Stoll

1938-1939

Professors

Gladys Palmer, Chairman; Katharine Hersey Oberteuffer;

Shirley Armstrong Medical Adviser

Associate Professor: Dorothy Sumption

Assistant Professor

Charlotte Winnemore, Medical Adviser; Jennette Stein;

Geneva Watson; Violet Boynton

Instructors

Virginia Bone; Henrietta Cherrington; Mary Dillon Creamer;

Ruth Hool; Mary Yost;

Assistant: Margaret Gettinger, Ann Paterson

Graduate Assistants: Helen Alkire; Robert Westhafer

Lucy Tingley, Secretary

1939-1940

Professors

Gladys Palmer, Chairman; Shirley Armstrong, Medical Adviser

Associate Professors: Dorothy Sumption; Violet Boynton

Assistant Professors

Esther Gilman; Charlotte Winnemore, Medical Adviser;

Jennette Stein; Geneva Watson

Instructors

Virginia Bone; Henrietta Cherrington; Mary Dillon Creamer;

Ruth Hook; Ann Paterson Roberta Westhafter; Mary Yost

Assistant: Martha Ann King

Graduate Assistants: Esther Blackburn; Evelyn Cross

Lucy Tingley, Secretary

1940-1941

Professors

Gladys Palmer, Chairman; Shirley Armstrong, Medical Adviser

Associate Professors: Dorothy Sumption; Violet Boynton

Assistant Professors

Esther Gilman; Charlotte Winnemore; Medical Adviser;

Jennette Stein; Geneva Watson

1940-1941 (Contd.)

Instructors

Helen Alkire; Virginia Bone; Gertrude Nogal; Ruth Hook;
 Ann Paterson; Roberta Westhafer; Mary Yost
Assistant: Martha Ann King
Graduate Assistant: Ellen Laughead
Lucy Tingley, Secretary

1941-1942

Professors

Gladys Palmer, Chairman; Shirley Armstrong, Medical Adviser
Associate Professors: Dorothy Sumption; Violet Boynton
Assistant Professors
 Esther Gilman; Charlotte Winnemore, Medical Adviser;
 Jennette Stein; Geneva Watson

Instructors

Helen Alkire, Naomi Allenbaugh; Virginia Bone; Gertrude VanNorman; Virginia Hitt; Flora White; Mary Yost
Assistants: Martha Ann King; Blanche Sohl
Graduate Assistant: Mary Snider
Lucy Tingley, Secretary

1942-1943

Professors

Gladys Palmer; Shirley Armstrong, Medical Adviser
Associate Professors: Dorothy Sumption Wirthwein; Violet Boynton
Assistant Professors: Esther Gilman; Charlotte Winnemore, Medical Adviser; Jennette Stein; Geneva Watson
Instructors: Helen Alkire, Naomi Allenbaugh; Virginia Bone; Ruth Hook; Margaret MacLachlan; Virginia Hitt Thalman; Mary Yost
Assistants: Martha Ann King; Blanche Sohl
Graduate Assistant: Evelyn Rupert
Lucy Tingley, Secretary

1943-1944

Professors

Gladys Palmer; Shirley Armstrong, Medical Adviser
Associate Professors: Dorothy Sumption Wirthwein; Violet Boynton, Military Leave
Assistant Professors: Esther Gilman; Charlotte Winnemore, Medical Adviser; Jennette Stein; Geneva Watson; Ann Paterson; Evelyn Rupert
Instructor: Helen Alkire; Naomi Allenbaugh; Mary Bohnsack; Virginia Bone; Ruth Hook, Military Leave; Mary Yost
Assistants: Carol Buchwalter; Martha Ann King; Blanche Sohl
Graduate Assistant: Florence Grabiell Cafego
Lucy Tingley, Secretary

1944-1945

Professors:

Gladys Palmer, Shirley Armstrong, Medical Adviser

Association Professors: Dorothy Sumption Wirthwein; Violet Boynton, Military Leave; Ann Paterson

Assistant Professors: Esther Gilman; Charlotte Winnemore, Medical Adviser; Jennette Stein; Geneva Watson; Evelyn Rupert

Instructors: Helen Alkire; Naomi Allenbaugh; Mary Bohnsack; Virginia Bone; Beverly Cleaveland; Ruth Hook, Military Leave; Blanche Sohl; Roberta Westhafer; Helen Wildermuth; Mary Yost, Military Leave

Assistant: Carol Buchwalter

Graduate Assistant: Florence Grabiell Cafegé

Lucy Tingley, Secretary

1945-1946

Professors:

Gladys Palmer, Chairman; Shirley Armstrong, Medical Adviser

Associate Professors: Dorothy Sumption Wirthwein; Violet Boynton, Military Leave; Ann Paterson

Assistant Professors: Esther Gilman; Jennette Stein; Geneva Watson; Evelyn Rupert; Naomi Allenbaugh

Instructors: Helen Alkire, Mary Bohnsack; Virginia Bone; Ruth Hook, Military Leave, Blanche Sohl; Mary Yost, Military Leave; Nancy Gregson; Catherine Marting; Barbara Yager; Wilma Noble; Janelle Smilley; Lida Hays Compton Eleanor Becher

Assistants: Carol Buchwalter; Florence Grabiell Cafegé

Graduate Assistant: Magdaline Strine

Lucy Tingley, Secretary

1946-1947

Professors:

Gladys Palmer, Chairman; Shirley Armstrong, Medical Adviser; Dorothy Sumption Wirthwein; Ann Paterson

Associate Professors: Esther Gilman; Jennette Stein; Geneva Watson

Assistant Professors

Evelyn Rupert; Naomi Allenbaugh; Helen Alkire; Mary Yost

Instructors: Blanche Sohl; Nancy Gregson Catherin Marting; Barbara Yager; Wilma Noble; Janelle Swilley; Lida Hays; Eleanor Becker; Joyce Hays; Marilyn Rimson

Assistants: Carol Buchwalter; Florence Grabiell Cafegé; Jean Rittenour; Virginia Lewis

Lucy Tingley, Secretary

1947-1948

Professors

Gladys Palmer, Chairman; Shirley Armstrong, Medical Adviser; Dorothy Wirthwein; Ann Paterson
Association Professors: Esther Gilman; Jennette Stein; Geneva Watson
Assistant Professors: Evelyn Rupert, Naomi Allenbaugh; Helen Alkire; Mary Yost; Frances Harding, Medical Adviser
Instructors: Blanche Sohl; Nancy Gregson; Catherin Marting; Wilma Noble; Janelle Swilley Parrett; Lida Hays; Eleanor Becher; Joyce Hays; Barbara Heller
Assistants: Carol Buchwalter; Florence Grabiell Cafege; Jean Rittenour; Virginia Lewis; Alice Lee Brown; Virginia Crofts; Ina Kummer
 Lucy Tingley, Secretary

1948-1949

Professors

Gladys Palmer, Chairman; Shirley Armstrong, Medical Adviser; Dorothy Wirthwein; Ann Paterson
Associate Professors: Esther Gilman; Jennette Stein; Geneva Watson
Assistant Professors: Evelyn Rupert; Naomi Allenbaugh; Helen Alkire; Mary Yost; Frances Harding, Medical Adviser; Nancy Gregson
Instructors: Blanche Sohl; Catherine Marting; Wilma Yardley; Janelle Parrett; Lida Hays; Virginia Crafts; Joyce Hays; Barbara Heller
Assistants: Carol Buchwalter; Jean Rittenour; Virginia Lewis; Marion Sauborn; Janice Fogle
 Lucy Tingley, Secretary

1949-1950

Professors

Gladys Palmer, Chairman; Shirley Armstrong, Medical Adviser; Dorothy Wirthwein; Ann Paterson
Associate Professors: Esther Gilman; Jennette Stein; Geneva Watson
Assistant Professors: Evelyn Rupert; Naomi Allenbaugh; Helen Alkire; Mary Yost; Frances Harding, Medical Adviser; Nancy Gregson; Catherine Marting
Instructors: Blanche Sohl; Margaret Blunt; Mary Draper; Betty Thompson; Lida Hays; Virginia Crafts; Barbara Heller
Assistants: Carol Carroll; Jean Rittenour; Virginia Lewis; Jeannette Parfitt; Janice Fogle
 Lucy Tingley, Secretary

1950-1951

Professors

Gladys Palmer, Chairman; Shirley Armstrong; Medical Adviser; Dorothy Sumption Wirthwein; Ann Paterson
Associate Professors: Esther Gilman; Jennette Stein; Geneva Watson

Assistant Professors: Evelyn Rupert; Naomi Allenbaugh; Helen Alkire, Mary Yost; Frances Harding, Medical adviser; Catherine Bremner

Instructors: Blanche Sohl; Margaret Blunt; Mary Draper; Betty Thompson; Lida Hays; Virginia Crafts; Barbara Heller; Barbara Canine; Jean Rittenour

Graduate Assistants: Elisabeth Heterington; Margaret Iden
 Lucy Tingley, Secretary

1951-1952

Professors

Gladys Palmer, Chairman; Shirley Armstrong; Medical Adviser; Dorothy Sumption Wirthwein; Ann Paterson
Associate Professors: Esther Gilman; Jennette Stein; Geneva Watson

Assistant Professors: Evelyn Rupert; Naomi Allenbaugh; Helen Alkire, Frances Harding, Medical Adviser

Instructors: Blanche Sohl; Iris Marcus; Mary Draper; Betty Thompson; Lida Hays; Elizabeth MacKinnon; June Hackett; Virginia Crafts; Barbara Heller; Barbara Caine; Jean Rittenour

Graduate Assistants: Pauline Hess; Elaine Gavigan
 Lucy Tingley, Secretary

1952-1953

Professors

Gladys Palmer, Chairman; Shirley Armstrong, Medical Adviser; Dorothy Sumption Wirthwein; Ann Paterson
Associate Professors: Esther Gilman; Naomi Allenbaugh; Jennette Stein; Geneva Watson

Assistant Professors: Helen Alkire; Evelyn Rupert; Mary Jane Draper, Acting Chairman; Frances Harding, Medical Adviser

Instructors: Blanche Sohl; Iris Marcus Kleinman; Betty Thompson; Lida Hays; Elizabeth MacKinnon; June Hackett; Virginia Crafts; Barbara Heller; Barbara Canine; Jean Rittenour; Betsy Bousfield

Graduate Assistants: Dorothea Brown; Mary Ann Ellis; Marianna Trebell
 Lucy Tingley, Secretary

1953-1954

Professors

Shirley Armstrong, Medical Adviser; Gladys Palmer; Ann Paterson; Dorothy Sumption Wirthwein

Associate Professors: Margaret Mordy, Chairman; Naomi Allenbaugh; Esther Gilman; Jennette Stein; Geneva Watson

Assistant Professors: Frances Harding, Medical Adviser; Evelyn Rupert

Instructors: Betsy Bousfield; Virginia Crafts; Mary Ann Ellis; June Hackett; Lida Hays; Iris Marcus Kleinman; Catherine Kocher; Shirley Ritcheson; Jean Rittenour; Blanche Sohl; Eula Lee West

Graduate Assistants: Dorothea Brown; Jean Grutzmacher
Lucy Tingley, Secretary

1954-1955

Professors

Shirley Armstrong, Medical Adviser; Gladys Palmer; Ann Patterson; Dorothy Sumption Wirthwein

Associate Professors: Margaret Mordy, Chairman; Naomi Allenbaugh; Esther Gilman; Jennette Stein; Geneva Watson

Assistant Professors: Helen Alkire; Frances Harding, Medical Adviser; Evelyn Rupert; Suzanne Schroeder; Mary Yost

Instructors: Betsy Bousfield; Virginia Crafts; June Hackett; Lida Hays; Shirley Ritcheson; Jean Rittenour; Blanche Sohl; Eula Lee West

Graduate Assistants: Rosemary Donovan; Roberta Park; Mary Pleroth
Lucy Tingley, Secretary

1955-1956

Professors

Shirley Armstrong (Medical Adviser); Gladys Palmer; Ann Paterson; Dorothy Sumption Wirthwein

Associate Professors: Margaret Mordy, Chairman; Naomi Allenbaugh; Esther Gilman; Jennette Stein; Geneva Watson

Assistant Professors: Helen Alkire; Virginia Crafts; Frances Harding (Medical Adviser); Lida Hays; Evelyn Rupert; Suzanne Schroeder; Mary Yost

Instructors: Betsy Bousfield; Adella Graves; Roberta Park; Shirley Ritcheson; Jean Rittenour; Blanche Sohl; Eula Lee West

Shirley Wimmes, Visiting Lecturer

Graduate Assistant: Betty Hartman; Jane Heidorn; Patience Thomas

Lucy Tingley, Secretary

1956-1957

Professors

Shirley Armstrong, Medical Adviser; Gladys Palmer; Elena Shipceвич; Dorothy Sumption Wirthwein

Association Professors: Margaret Mordy, Chairman; Naomi

Allenbaugh; Esther Gilman; Jennette Stein; Geneva Watson

Assistant Professor: Helen Alkire; Virginia Crafts; Frances

Harding (Medical Adviser); Lida Hays; Evelyn Rupert;

Suzanne Schroeder; Mary Yost

Instructors: Phyllis Bailey; Martha Dendy; Idella Graves;

Jean Grutzmacher; Betty Hartman; Jean Rittenour; Blanche

Sohl; Marilyn Tavares

Marian Solleder, Assistant Instructor

Graduate Assistants: Gladys Beal; Mary Beyrer; Lillian

Fisher; Vera Jaffe; Mildren Jedlicka; Jan Paulin

Beverly Schrober, Secretary

1957-1958

Professors

Margaret Mordy, Chairman; Shirley Armstrong, Medical Adviser; Elena Sliepcевич; Dorothy S. Wirthwein

Associate Professor: Naomi Allenbaugh; Esther Gilman;

Jennette Stein; Geneva Watson

Assistant Professors: Helen Alkire; Florence Fogle; Frances

Harding, Medical Adviser; Lida Hays; Evelyn Rupert;

Suzanne Schroeder; Mary Yost

Instructors: Phyllis Bailey; Mary Beyrer; Marilyn Conklin;

Martha Dandy; Idella Graves; Jean Grutzmacher; Betty

Hartman; Mary Hull; Blanche Sohl; Marian Solleder; Marilyn

Tavares; Shirley White

Grace Davies - Visiting Lecturer

Assistant Instructors: Vera Blaine; Shirley Ritcheson

Graduate Assistants: Mary Jane Haskins; Jean Irwin; Helen

Savic

Beverly Schober Hay, Secretary

1958-1959

Betty Wagner Stentz - Visiting Lecturer

Professors

Margaret Mordy, Chairman; Shirley Armstrong, Medical Adviser, Emeritus; Gladys Palmer, Emeritus; Elena Sliepcевич

Associate Professors: Helen Alkire, Naomi Allenbaugh;

Esther Gilman; Jennette Stein; Geneva Watson; Mary Yost

Assistant Professors: Virginia Crafts; Florence Fogle; Lida

Hays; Evelyn Rupert; Suzanne Schroeder

Instructors: Phyllis Bailey; Mary Beyrer; Vera Blaine;

Martha Dendy; Idella Graves; Jean Grutzmacher; Mary Hull;

Blanche Sohl; Marian Solleder; Marilyn Tavares; Shirley White

Graduate Assistants: Mary Jane Haskins; Virginia

McC Campbell

1959-1960

Professors

Margaret Mordy, Chairman; Shirley Armstrong, Medical Adviser, Emeritus; Gladys Palmer, Emeritus; Elena Sliepceвич; Jennette Stein; Geneva Watson

Association Professors: Helen Alkire, Naomi Allenbaugh; Esther Gilman; Evelyn Rupert; Phebe Scott; Mary Yost

Assistant Professors: Phyllis Bailey; Mary Beyrer; Virginia Crofts; Florence Fogle; Lida Hays; Suzanne Schroeder

Instructors: Martha Dendy; Jean Grutzmacher; Mary Jane Haskins; Mary Hull; Blanche Sohl; Marian Solleder; Marilyn Tavares; Shirley White; Hazel Varner

Part Time: Betty Stentz; Marjorie Wood; Eula Sabock

Graduate Assistants: Tullikki Kyllonen; Pauline Rhinehart; Katherine Wyly

1960-1961

Professors

Margaret Mordy, Chairman; Shirley Armstrong, Medical Adviser, Emeritus; Gladys Palmer, Emeritus; Esther Gilman; Elena Sliepceвич; Jennette Stein; Geneva Watson

Associate Professors

Helen Alkire, Naomi Allenbaugh; Florence Fogle; Evelyn Rupert; Phebe Scott; Mary Yost

Assistant Professors: Phyllis Bailey; Mary Beyrer; Virginia Crafts; Mary Jane Haskins; Lida Hays; Suzanne Schroeder

Instructors: Mary Hull, Ann Lilly; Bette Prater; Marian Solleder; Marilyn Tavares; Hazel Varner; Shirley White; Katherine Wyly

Part Time Instructors: Joy Moulton; Betty Wagner Stentz; Marjorie Wood; Eula Sabock

Graduate Assistants: Doris Blohm; Gail Cassen; Ann Nolte; Louise Owen; Mary Ann Turner; Jo Ann Tyler

1961-1962

Professors

Margaret Mordy, Chairman; Shirley Armstrong, Medical Adviser, Emeritus; Gladys Palmer; Emeritus; Naomi Allenbaugh; Esther Gilman; Elena Sliepceвич (On Leave) Jennette Stein; Geneva Watson

Associate Professors: Helen Alkire; Mary Beyrer; Florence Fogle; Evelyn Rupert; Phebe Scott; Mary Yost

Assistant Professors: Phyllis Bailey; Virginia Crafts; Mary Jane Haskins; Lida Hays; Suzanne Schroeder; Edna Wooten, Part time

Instructors: Martha Dendy; C. Peggy Gazette; Mary Hull; Sharon Kinney; Anne Lilly; Ann Nolte; Louise Owen; Betty Prater; Marian Solleder; Ruth Tandy; Hazel Varner; Shirley White; Katherine Wyly

Part Time Instructors: Joy Moulton; Eula Sabock; Elizabeth Stentz; Marjorie Wood

Graduate Assistants: Joyce Haignere; Mary Pauline Hendrickson; Frances Smith

1962-1963

Professors

Margaret Mordy, Chairman; Shirley Armstrong, Medical Adviser, Emeritus; Helen Alkire; Naomi Allenbaugh; Esther Gilman, Visiting Professor; Elena Sliepceovich (On Leave) Jennette Stein; Geneva Watson

Associate Professors: Mary Beyrer; Florence Fogle; Evelyn Rupert; Phebe Scott; Mary Yost

Assistant Professor: Phyllis Bailey, Virginia Crafts, Martha Dendy; Mary Jane Haskins; Lida Hays; Mary Hull; Bette Logsdon; Suzanne Schroeder; Marian Solleder; Ruth Wheeler; Edna Wooten

Instructors: Vera Blaine; Margaret Ellis; Peggy Gazette; Ann Lilly; Ann Nolte; Carolyn Osborn; Louise Owen; Frances Smith; Ruth Tandy; Shirley, White

Part-Time Instructors: Joy Moulton, Eula Sabock; Elizabeth Stentz

Graduate Assistants: Mary Hendrickson; Jane Morrison; Lee Sadler; Carole Simpson; Helen Tinnin

1963-1964

Professors

Margaret Mordy, Chairman; Shirley Armstrong, Medical Adviser, Emeritus; Esther Gilman, Emeritus; Geneva Watson, Emeritus; Helen Alkire; Naomi Allenbaugh; Phebe Scott; Jennette Stein, Mary Yost

Associate Professors: Phyllis Bailey; Mary Beyrer; Virginia Crafts; Florence Fogle; Evelyn Rupert, Suzanne Schroeder

Assistant Professors: C. Peggy Gazette; Mary Jane Haskins; Lida Hays; Mary Hull; Bette Logsdon; Ann Nolte; Marian Solleder; Ruth Wheeler; Edna Wooten

Instructors: Vera Blaine; Carolyn Bowers; Margaret Ellis; Judith Herrold; Marilyn House; Margaret Hukill; Ann Lilly; Frances Olson; Louise Owen; Ruth Tandy; Shirley White;

Part Time Instructors: Alma Cremer; Joy Moulton; Eula Sabock; Elizabeth Stentz

Part Time Assistant Instructors: Lucy McIver; Janet Wynn

Visiting Lecturers: Birte Hanson; Shirley Wirnmer

Graduate Assistants: Marcella Woods; Helen Briva; Mary Cotton; Natalie Goodhartz; Carole Hayes; Ann Roberts; Beverly Sepkowitz; Robin Staley; Helen Tinnin

1964-1965

Professors

Margaret Mordy, Chairman; Shirley Armstrong, Medical Adviser, Emeritus; Esther Gilman, Emeritus; Jeanette Stein; Emeritus; Geneva Watson, Emeritus; Helen Alkire; Naomi Allenbaugh; Mary Beyrer; Evelyn Rupert; Phebe Scott; Mary Yost

Associate Professors: Phyllis Bailey; Virginia Crafts; Florence Fogle; Suzanne Schroeder

1964-1965 (Contd.)

Assistant Professors

C. Peggy Gazette; Mary Jane Haskins; Lida Hays; Mary Hull;
Bette Logsdon; Ann Nolte; Marian Solleder; Ruth Wheeler;
Edna Wooten

Instructors: Carolyn Bowers; Joanna Davenport; Margaret
Ellis; Judith Herrold; Marilyn House; Margaret Hukill;
Ann Lilly; Frances Olson; Louise Owen; Ruth Tandy;
Marcella Woods

Part Time Instructors: Alma Cremer; Joy Moulton; Eula
Sabock; Elizabeth Stentz

Part Time Assistant Instructors: Lucy McIver; Ann Roberts;
Janet Wynn

Graduate Assistants: Holly Chapman; Barbara Cooley; Natalie
Goodhart; Marbara Grills; Jane Heidorn; Karol Kahrs;
Catherine Miller; Peggy Richardson

1965-1966

Professors

Margaret Mordy, Chairman; Helen Alkire; Naomi Allenbaugh;
Shirley Armstrong (Medical Adviser, Emeritus); Mary
Beyrer; Esther Gilman, Emeritus; Evelyn Rupert; Phebe
Scott; Jeannette Stein, Emeritus; Geneva Watson, Emeritus;
Mary Yost

Associate Professors: Phyllis Bailey; Virginia Crofts;
Janet Felshin; Florence Fogle; Bette Logsdon; Suzanne
Schroeder; Marian Solleder

Assistant Professors: Vera Blaine; Edrie Ferdun; C. Peggy
Gazette; Lida Hays; Mary Hull; Ann Lilly; Ann Nolte;
Ruth Wheeler

Instructors: Carolyn Bowers; Barbara Cooley; Margaret Ellis;
Ann Fox; Judith Herrold; Marilyn House; Margaret Hukill;
Frances Olson; Louise Owen; Peggy Richardson; Ruth Tandy;
Marcella Woods; Janet Wynn

Part Time Instructors: Alma Cramer; Joy Moulton; Eula
Sabock; Nancy Wardwell

James Payton - Teaching Associate

Graduate Assistant: Beverly Ball; Holly Chapman; Sarah
Erbaugh; Natalie Goodhart; Jane Heidorn; Kathleen Hettig;
Martha Knight; Margaret Lightbody; Catherine Miller;
Deanna Pommerenk; Shirley Ritcheson

1966-1967

Professors

Margaret Mordy, Chairman; Helen Alkire; Naomi Allenbaugh;
Shirley Armstrong (Medical Adviser, Emeritus); Mary
Beyrer; Esther Gilman, Emeritus; Evelyn Rupert; Jeannette
Stein, Emeritus; Geneva Watson, Emeritus; Mary Yost

Associate Professors: Phyllis Bailey; Virginia Crofts; Janet
Felshire; Florence Fogle; Bette Logsdon; Suzanne Schroeder

Assistant Professors: Vera Blaine; Edrie Ferdun; Lida Hays;
Mary Hull; Ann Lilly; James Payton; Ruth Wheeler

1966-1967 (Contd.)

Instructors: Carolyn Bowers; Joyce Branna; Barbara Cooley; Ann Fox; Judith Herrold; Marilyn House; Margaret Hukill; Frances Olson; Margaret Patton; Lynn Rawlins; Peggy Richardson; Ruth Tandy

Part time Instructors: Alma Cremer; Eula Sabock; Nancy Wardwell

Lecturers: Dorothy Driver; Margaret Lightbody

Mary Lou Abbott - Part Time Lecturer

Teaching Associate: Barbara Bogart; Coralie Emmons; Natalie Goodhartz; Jane Heidorn

Teaching Assistant: Beverly Ball; Carol Cross; Willa Chambers; Diane DeBacy; Jo Ann Friesen; Wanda Hall; Judith Jensen; Lea Johnson; Doris Kostrinsky; Wilhelmina McFee; Shirley Ritcheson; Nancy Stanich; Celia Eilson

1967-1968

Professors

Margaret Mordy, Chairman; Helen Alkire; Naomi Allenbaugh; Shirley Armstrong (Medical Adviser, Emeritus); Mary Beyrer; Esther Gilman, Emeritus; Evelyn Rupert; Jeannette Stein, Emeritus; Geneva Watson, Emeritus; Mary Yost
Associate Professors: Phyllis Bailey; Vera Blaine; Florence Fogle; Bette Logsdon; Suzanne Schroeder

Assistant Professors: Dorothy Allen; Carolyn Bowers; Annie Clement; Margaret Hukill; Mary Hull; Ann Lilly; Barbara Nelson; James Payton; Ruth Tandy; Ruth Wheeler; Shirley Wynne

Instructors: Joyce Brannan; Barbara Cooley; Natalie Goodhartz; Judith Herrold; Marilyn House; Lea Johnson; Jerry Kvasnicha, Jr.; Margaret Patton; Lynn Rawlins; Peggy Richardson; Sharon Weber

Part Time Instructors: Alma Cremer; Eula Sabock; Nancy Wardwell

Part Time Lecturers: Mary Lou Abbott; Barbara Collins; Marjorie Held

Teaching Associates: Barbara Bogart; Ethel Docherty; Jane Heidorn; Judith Jensen; Wilhelmina McFee; Phyllis Philp; Pat Tanner

Teaching Assistants: San Dee Broida; Susannah Payton; Melissa Wyss

1968-1969

Professors

Margaret Mordy, Chairman, 1968; Naomi Allenbaugh; Shirley Armstrong (Medical Adviser, Emeritus); Mary Beyrer, Acting Chairman, 1969; Esther Gilman, Emeritus; Evelyn Rupert; Jeannette Stein; Emeritus; Geneva Watson, Emeritus; Mary Yost

Associate Professors: Phyllis Bailey; Florence Fogle; Bette Logsdon; Suzanne Schroeder

1968-1969 (Contd.)

Assistant Professors: Dorothy Allen; Carolyn Bowers; Joyce Brannan; Annie Clement; Marilyn House; Margaret Hukill; Mary Hull; Ann Lilly; Wilhelmina McPhee; Barbara Nelson; Helen Stevens; Ruth Wheeler

Instructors: Mary Abbott; Natalie Goodhartz; Lee Johnson; Hollis Matson; Janet Walter; Sharon Weber;

Part Time Instructors: Alma Cremer; Eula Sabock; Nancy Wardwell

Part Time Lecturers: Barbara Collins; Marjorie Held

Teaching Associates: Catherine Bennett; Kathleen Hettig; Beverly Labrecque; Heidie Mitchell; Dorothy Quisenberry; Virginia Studer; Pat Tanner; Hilda Williams

Teaching Assistants: Margo Anderson; Margot Beldon; Edith Bresloff; Montrew Delaplane; Geraldine Johnson; Sue Miller; Louella Romero; Barbara Sperry; Karen Zikaris

APPENDIX H

CHRONOLOGICAL LISTING OF
FACILITIES AND COST

PHYSICAL EDUCATION AND ATHLETIC FACILITIES

Armory and Gymnasium	-	1898	\$ 100,000.00
Ohio Stadium	-	1922	\$1,700,000.00
Pomerene Hall	-	1923	\$ 583,790.00
Women's Field House	-	1927	\$ 26,809.00
Men's Gymnasium	-	1931	\$ 500,000.00
Natatorium	-	1931	\$ 314,353.47
Golf Course	-	1935	\$ 363,617.36
St. John Arena	-	1956	\$3,710,344.70
French Field House	-	1956	\$1,024,103.50
Ice Rink	-	1962	\$ 459,376.09
Athletic Facility North	-	1967	\$ 114,119.17

APPENDIX I

ANNUAL BUDGETS 1897-1967

ANNUAL BUDGET

<u>Year</u>	<u>Total</u>	<u>Salaries</u>	<u>Equipment Armory</u>
1897-1998	\$5,220	\$1,220 6 mos. Jan. 1- June	\$5,000
1898-1899	3,600	2,800	800
1899-1900	3,745	2,850	895
1900-1901	3,600	2,850	
1901-1902	3,700	3,000	
1902-1903	3,850	3,300	
1903-1904	4,000	3,325	
1904-1905	4,275	3,525	
1905-1906	3,900	3,125	
1906-1907	6,470	5,820	
1907-1908	5,785	5,010	
1908-1909	5,905	5,110	
1909-1910	6,653.15	5,300	
1910-1911	7,046.59	5,570	
1911-1912	8,031.02	6,450	
1912-1913	9,998.23	7,650	
1913-1914	10,757.93	8,050	
1914-1915	11,419.08	8,650	
1915-1916	19,716.66	12,930	
1916-1917	16,311.97	13,490	
1917-1918	13,995.48	12,295	
1918-1919	18,256.44	16,325	
1919-1920	25,609.65	22,180	
1920-1921	30,838.81	24,960	
1921-1922	34,554.19	28,480	
1922-1923	45,906.28	34,660	
1923-1924	59,291.35	41,958.33	
1924-1925	63,476.23	44,456.10	
1925-1926	68,219.47	50,899.98	
1926-1927	80,573.66	54,791.65	
1927-1928	84,707.65	61,546.36	
1928-1929	87,296.54	67,171.66	
1929-1930	94,518.55	75,630.82	

Year	Total		Salaries for Instruction	
	Men	Women	Men	Women
1930-1931	\$ 53,431.58	\$ 48,900.51	\$ 40,435.00	\$ 37,266.77
1931-1932	82,867.27	42,337.67	36,465.75	35,165.33
1932-1933	58,528.68	38,247.54	39,771.00	31,882.00
1933-1934	48,164.66	33,135.60	34,886.00	25,796.66
1934-1935	53,961.53	33,901.71	32,448.00	24,064.00
1935-1936	54,926.75	35,404.94	38,844.33	26,725.32
1936-1937	65,963.30	41,640.40	44,396.00	30,271.00
1937-1938	70,757.38	48,697.76	44,991.00	30,406.33
1938-1939	75,374.76	46,058.85	44,358.00	28,681.00
1939-1940	73,408.17	51,832.51	46,020.00	31,074.00
1940-1941	82,072.40	52,544.60	47,675.92	31,261.60
1941-1942	74,991.42	53,128.26	47,836.00	31,710.00
1942-1943	78,699.10	54,816.63	49,606.33	34,503.00
1943-1944	95,396.20	60,290.01	64,696.00	40,775.00
1944-1945	72,479.40	62,694.06	55,575.00	42,176.00
1945-1946	92,620.87	93,407.50	64,770.48	56,402.00
1946-1947	183,297.85	101,020.73	98,370.50	57,875.00
1947-1948	152,157.29	123,600.87	114,554.00	84,727.00
1948-1949	157,988.01	126,628.22	116,499.00	93,244.00
1949-1950	153,015.39	130,187.23	113,961.00	93,056.00
1950-1951	150,954.09	127,933.53	112,325.00	90,219.00
1951-1952	147,776.29	139,772.01	120,471.00	100,819.00
1952-1953	157,158.23	143,202.82	128,693.00	106,104.33
1953-1954	164,502.19	152,420.43	129,799.00	108,676.00
1954-1955	179,046.21	166,444.19	142,416.67	116,207.00
1955-1956	214,314.66	207,643.03	155,266.00	132,317.00
1956-1957	249,637.60	250,125.91	170,941.80	154,051.10
1957-1958	273,997.84	272,920.24	184,172.50	162,919.00
1958-1959	273,160.84	269,049.12	185,811.00	161,837.00
1959-1960	314,868.35	280,791.17	198,381.32	168,985.00
1960-1961	322,199.21	313,848.63	208,723.00	188,774.00
1961-1962	312,108.68	337,358.99	219,334.50	221,770.00
1962-1963	351,392.92	379,487.16	256,248.00	253,266.00
1963-1964	385,462.67	408,970.13	279,893.00	281,208.50
1964-1965	478,454.62	454,519.38	295,675.00	290,772.37
1965-1966	459,290.50	499,143.23	318,336.00	321,922.50
1966-1967	488,524.67	519,616.63	343,417.00	343,337.00
1967-1968	543,035.94	580,200.87	422,570.56	436,069.04

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